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ABSTRACT

This paper documents what may be a "first in the nation": the implementation of a formalized planning process in the media field on a statewide basis. Guidelines were developed for an integrated media system, which included library, television, and audiovisual services, using a systems approach. The aim of the system was to increase use of media in education. This report explains the guidelines that were set up and documents their implementation in two school districts, Jordan and Provo. A four-year evaluation program to assess the impact of the integrated media system on students and teachers is now in process. The evaluation procedures are described. Appendixes present an overview of the planning process and reproduce forms used at various stages of the implementation and evaluation process. (JK)

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PLANNING AND IMPLEMENTING AN INTEGRATED MEDIA PROGRAM IN UTAH PUBLIC SCHOOLS

UTAH STATE BOARD OF EDUCATION

EM 010 591

ED 070298

PLANNING AND IMPLEMENTING

AN INTEGRATED MEDIA PROGRAM

IN UTAH PUBLIC SCHOOLS

U.S. DEPARTMENT OF HEALTH,
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February 1972

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FOREWORD

During the past few years new planning techniques have emerged on the educational scene which have made it possible for educators to refine their planning processes to a degree not previously possible.

The first significant attempt in Utah--and perhaps in the nation--to apply these new techniques to a major educational component has been in the instructional media area. Under the direction of the Instructional Media Division, in cooperation with the Planning Unit, a program was developed which utilize these planning techniques to implement an integrated media system in Utah's schools and districts. This publication is a report on that program and its pilot testing in two districts.

It is hoped that other districts in Utah, recognizing the potential of the program, will be encouraged to adopt the integrated media system in their schools. It is also hoped that all districts in the state will recognize the value of the new planning techniques involved and apply them to other areas in their school systems.

State Superintendent
of Public Instruction

PREFACE

Technological devices are exciting, no harder to operate than sewing machines, and extremely challenging as a means of teaching.

The elementary children of today were born into an automated world. To reduce their classroom environment to one of texts and chalkboards would thrust them into an era that is long past, and, even more alarming, such an arid school experience would make them unprepared for and fearful of the future.

A teacher can only take a child as she receives him and move him along to another teacher. But a whole string of teachers cannot hope to teach any child all the facts he must know. They must, therefore, help him to reach out for the things he needs. They must enlarge his perspective, and they need all the help that modern science and technology can give them.

--Mrs. Eleanor Roberts
1970 Utah Teacher of the Year

TABLE OF CONTENTS

		Page
FOREWORD		iii
PREFACE		iv
CHAPTER		
I.	INTRODUCTION	1
	State Level Responses to Change in Media	3
	Purpose of This Paper	6
II.	DEVELOPMENT OF GUIDELINES FOR AN INTEGRATED MEDIA SYSTEM	9
	Development of Guidelines in Response to Change	11
	Development of System Approach to Implementation	13
	Plan for Implementing the Integrated Media System in School Districts	15
	Field Testing	18
III.	A PILOT STUDY OF THE INTEGRATED MEDIA SYSTEM IN JORDAN DISTRICT	19
	Implementation of the Integrated Instructional Media System	21
	Results of Implementation of the System	28
	Comments by the Chairman of the District Instructional Media Committee	30
IV.	A PILOT STUDY OF THE INTEGRATED MEDIA SYSTEM IN PROVO SCHOOL DISTRICT	37
	Implementation of the Integrated Instructional Media Program	39
	Results of Implementation of the System	45
	Comments by the Chairman of the District Instructional Media Committee	47
V.	OPPORTUNITIES FOR THE FUTURE	51
	Evaluation	51
	Planning as a Basis for Future Change	56
	Conclusion	59
APPENDICES		

LISTING OF APPENDICES

A. Overview of the Planning Process

B. Sample pages from Media: How Are We Doing? , Guidelines for the Development of an Instructional Media System, Part IV

C. The School Instructional Media Center

D. Basic District Media Project Proposal--First Year

E. Program to Develop an Integrated Media Subsystem

F. School Media Profile - Original Manual Form

G. Basic District Media Project Proposal--Continuing

H. Program for Continued Operation of an Integrated Media Subsystem

I. School Media Profile Optical Scanning Forms

J. School Media Profile--Computer Form

K. District Media Summary--Computer Form

L. School Progress Comparison--Computer Form

M. District Progress Comparison--Computer Form

I. INTRODUCTION

Listed at the forefront of "explosions" in which we are involved is the "technology explosion." It has had a vast impact on education and educational planning. Hooper describes educational technology as a four-part process, comprised of (1) the formulation of objectives, (2) identification of types of learning, (3) manipulation of conditions of learning, and (4) application of measurement techniques.[1] Instructional technology has been defined as a systematic application of knowledge to practical problems.

Technology has been developing on at least three fronts:

1. Educators have been involved with techniques and procedures for determining what students should be able to do, how to plan for this attainment, and how to measure the extent to which it has been achieved.
2. Along with educators, psychologists have been grappling with the problem of what goes on in the human brain when learning and productive thinking occur.
3. Industry has made vast technical improvements in hardware (equipment and such--including computers) and substantial improvements in the preparation of software (content materials--printed pages, magnetic tape, film, etc.).

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[1] R. Hooper, Framework for Studying Instructional Technology (New York: Academy for Educational Development, 1970).

> Technology in education involves a synthesis of the best that education, psychology and industry have to offer. It involves setting discreet behavioral goals, specifying alternatives for achieving them, developing means of measuring the extent to which they have been met, and providing the necessary inputs to get the whole process started.[1]

Although school administrators are becoming involved with production, storage, and utilization of materials as they implement educational technology,

> adoption of new technology has been slow, due to its high cost to small school districts, the loss of local autonomy involved in accepting regional systems, and unwillingness to invest in systems of unproved success in the field. The fragmented nature of education tends to restrict the spread of new technology, especially to small or remote districts, and to minority groups, where its effect would be greatest in guaranteeing a minimum level of education . . . . Media use is ineffective unless the whole educational system is geared to take advantage of it.[2]

Although adoption has been slow, the advances of technology are sure, and during the last five years the instructional materials center has gained popularity in concept and in practice; and administrators in all parts of the country are either providing facilities, planning to provide them, or have the uncomfortable feeling that they are "somehow neglecting that which must sooner or later be done."[3]

The technology tide cannot be turned back. Although few validated research findings are available as to its benefits, the use of media has earned a respected place among teaching techniques because it can overcome perpetual barriers through involving the

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[1]E. Darrell Allington, "Technology: Teacher Aid or Threat?" Perspectives in Utah Education, 3:9, December 1970.

[2]A. R. Molnar, Educational Technology--The White Elephant (Washington, D.C.: Office of Education, 1969).

[3]Lowell and Phyllis Horton, "Instructional Materials Centers: An Annotated Bibliography," American Libraries, 1:290, March 1970.

student directly in the learning process, and it utilizes the vast amount of learning potential which is non-verbal in character. Also, the multimedia approach is essential to individualize learning, which is being particularly stressed in the Utah school system and across the nation. Due to these and other factors, within one decade the concept of media has changed from that of a supplementary role in education to that of the primary source of instruction.

State Level Responses to Changes in Media

The offering of services in the media area by the Utah State Board of Education is rather recent. Before 1965 separate library, audiovisual, and television services were found in the public schools of Utah, but improved leadership and coordination was needed. In 1965, the State Board established a Division of Instructional Media as one of the major divisions under the Deputy Superintendent for Instruction. Dr. LeRoy R. Lindeman was employed as Division Administrator. Initially, the Division staff was similar to that of the school districts--with a library specialist, an audiovisual specialist, and a television specialist. This organization was traditional, and the areas were coordinated--but they were not integrated. During 1969 the Division was reorganized on a functional basis; all titles relating to types of materials were deleted, and the specialists were given titles and assignments based on functions.

The major responsibility of the Division include:

1. Providing leadership in the media field
    a. Conducting workshops and other inservice training throughout the state.

b. Providing consulting services to local districts and to schools where no district media services are available.

c. Establishing guidelines and standards for local media systems.

d. Recommending certification requirements for media personnel.

e. Informing educators of latest developments in the media field.

f. Working with curriculum committees in the selection and development of materials.

2. Administering State and Federal programs dealing primarily with media.

3. Procuring programs and scheduling the State's primary educational television stations during school hours.

4. Producing instructional television programs, motion picture films, multimedia presentations, overhead transparencies, etc.

5. Providing the usual services of the local instructional media center for the staff of the Office of the State Superintendent.

While considerable success had been achieved in Utah's public schools by 1970 in bringing together and integrating the separate library, television, and audiovisual services under the media concept, to too large a degree these services were still on adjunct to--rather than an integral part of--the learning process.

In addition, the State media and administrative personnel desired to integrate the funding of similar Federal and State programs. Under the direction of Dr. Winget, the State Coordinator of Title III NDEA was transferred into the Instructional Media Division, thus making possible the integration of the three main ear-marked funds for learning resources: Title III NDEA, Title II ESEA, and State Media Improvement funds.

Concurrently, the Planning Unit was developing a pattern for improving educational planning and evaluation, which it shared with the Divisions in the State Office. Dr. Lindeman recognized its potential as a vehicle for the proper utilization of media and media personnel in the learning process. Working closely with Dr. Don K. Richards of the Planning Unit he devised an initial Integrated Media Program for developing an Integrated Media System as a subsystem[1] of the total school district educational system.

The guidelines of this Program hastened the integration of the previously separate services, provided for the integration of the funding for the three related programs, and established a system approach for planning in the media area.

A pilot study of the Integrated Media System was conducted in two local school districts and an evaluation was designed.

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[1]The term "subsystem" rather than "program" is used, for media cannot be considered separate and apart from other activities. It is not a separate "program," for it does not have objectives of its own, but is a method of reaching the objectives of instructional and other programs. It will sometimes be referred to as a "system," in this paper, but is should be understood that it is a subsystem and an integral part of the overall educational system in the State.

Purpose of This Paper

In answer to requests for information about the Integrated Media Program and the planning mode used for its implementation, this paper has been prepared. It hopes to meet the following objectives:

1. To document what is perhaps a "first in the nation"--the implementation of a formalized planning process in the media field on a statewide basis.
2. To illustrate how, by utilizing the Program developed by the State Division of Instructional Media and the Planning Unit, the media program of a district and its individual schools can become a functioning subsystem for improving the learning process--an integral part of the total educational system.
3. To show how the efforts of several divisions in a state agency can be directed toward a common goal.
4. To illustrate how an approach of this type can improve the interface between the state office and local school districts.
5. To document the implementation of the Integrated Media System in two local school districts, to meet their own needs, using the system and tools developed by the Division of Instructional Media.
6. To review and consider ways of implementing the system of planning and guidelines worked out by the Instructional Media Division and modified as a result of the

pilot studies done in Jordan and Provo School Districts.

7. To encourage other Utah districts to adopt this program for developing an integrated media subsystem to facilitate meeting their unique objectives.

8. To encourage the requesting and use of assistance from the Planning Unit and other State Agency divisions by local units, through providing a model which can be applied to many areas in which assistance is needed. (An overview of the planning process is included as Appendix A.)

The following pages will describe the steps involved in tha planning, developing, and implementing of an integrated media system in two pilot districts, utilizing the State-developed implementation program. The design for an evaluation of the Integrated Media System will also be presented.

II. DEVELOPMENT OF GUIDELINES FOR AN INTEGRATED MEDIA SYSTEM

The development of guidelines for an integrated media system by the Instructional Media Division of the Office of the State Superintendent of Public Instruction became imperative because existing guidelines had been outdated by the integration of the library and audiovisual fields and by the growing complexity of and rapid changes in the field of instructional media.

Several major changes in education have affected the instructional media field:

1. The change in primary focus in education from the teacher to the student.
2. A change in attitude on the part of educators from viewing media as a few things on the side to be enjoyed when the "work" was done, to viewing it as an integral and indispensable part of the instructional process.
3. The growth of technology and the burgeoning of types and varities of materials available for purchase or production. "A lone flower has become a garden"-- in many schools a collection of books and a few audio-visual materials have been expanded and developed into a full-blown media center.
4. The recognition by administrators and educators generally that the separation of resources into library, audiovisual, and television was an artificial

division, based only on management expediency and not geared to the use of materials by teachers and students, and the demand by these same educators that media services be reorganized with a client orientation.

Other changes, perhaps equally important as those mentioned above, are outlined by Squire:[1]

1. Today's child, subjected to many visual and audio experiences, is less print-conscious than were children of previous generations. He has grown up in a technologically noisy and busy world, he has adjusted to free movement and acceptance of responsibility. He is more ready to use sophisticated hardware and take advantage of the complexity of materials than children of previous years.
2. Recent experience with varied instructional technology leads to less confidence that any <u>one</u> medium or machine can bear the total instructional load.
3. A trend is developing to design and produce materials through a system approach, trying to identify the function of each medium and then to relate one to another.
4. Emphasis has shifted from attention to media as a teaching devise to the use of media as a learning device.

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[1] J. R. Squire, <u>Taking the Long View of Media and Machines</u>, (International Reading Association, 1969), p. 12.

5. The long-range goal, to produce materials which will allow teachers to individualize instruction and to adapt to new methods, is slowly being realized.

> Schoolmen currently experimenting with curriculum innovation are primarily concerned with the individualization of instruction; and the 70's, most education observers predict, will see an outpouring of new tools, materials, and teaching methods to support this effort . . . . An educational system is needed that can unite an individualized system of learning and teaching and the physical facilities that can move it from theory to practice.[1]

These and other changes have affected every aspect of the instructional media field, but adjustment has not been easy and guidance and direction have been needed.

> Talk about innovation is quite fashionable, but action is not too evident . . . Many concerned school people and designers just don't know what to do, where to look, and when to act--even when they know what they want to achieve.[2]

Development of Guidelines in Response to Change

As the many changes in attitudes and practices regarding instructional media have outdated existing guidelines, the most common question asked by administrators, according to Dr. Lindeman, has been, "What is a good media program?" In response to this question, the Instructional Media Division moved to formulate official State guidelines

Development of guidelines began in the summer of 1968 when the Division held a one-week workshop for all district-level media personnel. The outcome of this workshop was a publication titled

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[1]"A School for the 70's: The Module of One," Nation's Schools, 25:57, March 1970.

[2]Ibid.

Guidelines for Developing an Instructional Media Program for Utah Schools--Tentative which was distributed to all public schools in Utah that fall. In the school year 1968-1969 the State Office conducted regional conferences over the State, and principals and media personnel were asked to evaluate the tentative guidelines that had been formulated at the summer workshop. The results were computer-analyzed.

A common recommendation received at the conferences and later acted upon was that the guidelines be phased so as to provide steps along which schools might progress. During 1970-71 the guidelines were revised, based on the conference evaluations, and criteria were developed for a four-phase plan.

The last phase of this plan was based on, but was not identical to, the 1968 national standards developed by the Department of Audio Visual Instruction (DAVI) and the American Association of School Librarians (AASL). In addition to the usual quantitative measures, the Utah standards identified philosophy and spelled out roles for various media personnel--including the functions of professional, para-professional, and clerical positions.

The guidelines for the development of an instructional media system were divided into four parts, each covered in a separate publication.[1] Part I described the philosophy and personnel; Part II outlined desirable physical facilities, equipment, and materials. Part III described several exemplary programs;

[1]These publications are available from the Instructional Media Division, Office of the State Superintendent of Public Instruction, 1400 University Club Bldg., 136 East South Temple, Salt Lake City, Utah 84111.

Part IV provided measurable criteria for evaluating a school media system. Sample pages from this publication are included here as Appendix B. In addition to these major publications, a brochure, "The School Instructional Media Center," was used to summarize ideas from the four publications in a short, attractive format (see Appendix C). The guidelines were officially adopted by the Utah State Board of Education on September 17, 1971.

Usually, the next procedure for a state agency would be to mail the guides out and "hope" something would happen. Occasionally, the state agency would initiate some regional conferences to explain the guides. In this instance, however, the Instructional Media Division decided that neither of these steps alone, nor both of them together, would produce the desired results.

Development of System Approach to Implementation

A system approach to implementation was adopted and the Instructional Media Division, together with the Planning Unit, devised a plan for introducing the guidelines district by district.

The goals established for this implementation plan were:

1. To introduce a system approach for planning to local districts via the media system.
2. To integrate media personnel, materials, equipment, and facilities into the overall educational system of a school district as a subsystem so that it would support the educational experiences of learners as an integral part of these experiences.

3. To provide an integrated means of allocating Federal and State funds earmarked for these purposes. Initially these were Title II, ESEA; Title III, NDEA; and State Media Improvement Funds.

4. To provide districts with a continuous means of evaluating their media subsystem.

Steps taken to provide a model system and needed guidelines were worked out in collaboration with the Planning Unit and were the same as in other educational planning endeavors:

1. Identify problem (document the need for improvement in the media area).

2. Define the problem (consider constraints to solving the problem and performance requirements by which the solution can be evaluated).

3. Analyze the problem, resulting in objectives for the media system.

4. Generate alternative solutions or strategies which would lead to attainment of objectives.

5. Select the "best" solution or strategy in terms of some criteria.

6. Implement the decision by putting into effect the selected strategy or solution.

   a. Who has responsibility for what action? Or specific steps or activities?

   b. Time frame. When will each step begin and/or conclude, or will activities continue?

c. Where will activities take place? What facilities are available? What facilities can be made available?

7. Determine performance effectiveness through evaluation.

8. Revise as necessary.

The project application (see Appendix D, "Basic District Media Project Proposal--First Year") was designed to meet these objectives and was structured to lead districts through the planning mode identified above.

Plan for Implementing the Integrated Media System in School Districts

Planned procedures for implementing the integrated media system in school districts were as follows (see flow chart in Appendix E, "Program to Develop an Integrated Media Subsystem"):

1. Initially, districts request participation.
2. Instructional Media Division staff meets with the superintendent and district staff and explains program, using an overhead projector presentation.
3. Superintendent appoints a district Media Director to lead the program and to serve as liaison with State Office.
4. Superintendent sets up District Media Committee. The composition is left to his discretion, but the following are recommended:
   a. District Media Director as Chairman.

b. Two district specialist (one in science desirable).

c. Two school media coordinators (one elementary and one secondary).

d. Two school principals (one elementary and one secondary).

e. Additional personnel as deemed advisable by the districts.

5. District Media Committee holds meeting with all media coordinators and principals in district and explains program.

6. Individual schools conduct a needs study. Principals, media coordinator, and teachers are involved.

   a. Each subject area is reviewed as to the total instructional needs for that specific area.

   b. Media support is examined to determine where it is needed. Existing facilities are surveyed, utilizing the school media profile sheets prepared by the State Office and included here as Appendix F.[1] Additional items needed to support the educational program of the school are identified.

7. Schools establish objectives for a five-year period and indicate these on school media profile form.

8. Schools establish first-year priorities and indicate these on a school media profile. (Computer forms were used beginning 1 December 1971--See Appendices F, I, & J.)

[1]A computerized program has been developed and the initial profile sheets have been replaced with a flow chart and optical scanning forms (See Appendix E and I).

9. District Media Committee reviews local goals for realism and desirability, negotiates where necessary, and recommends approval.

10. Districts make a summary of the profiles of the schools in the district. (This was done on a computer after 1 December 1971--See Appendix K.)

11. District develops a district integrated media plan to support the instructional program of the schools and sets up a schedule of events to reach goals. (See Appendix D.)

12. Superintendent approves district plan.

13. District submits integrated media plan to the Instructional Media Division for review and approval.

    a. Division administrator checks overall format.

    b. Division staff checks details.

    c. Any changes necessary are negotiated with district.

    d. Plan is approved by State Office.

14. After approval, media grants are made by the Division Administrator. Special State Funds for Media Improvement are granted immediately. Funds from Title II, ESEA, and Title III, NDEA, are granted as soon as received.

15. Starting in January of the following year, the program is again evaluated to see which priorities were achieved and which ones were not, and to determine changes in goals and needs.

16. Steps six through fourteen are repeated annually. (See Appendices G, H, L, and M.)

Field Testing

Two school districts, Jordan and Provo, were selected to field test the program. They worked through the guidelines and made suggestions for revision and clarifications. All suggestions were considered and most were incorporated in the final document.

Individual experiences of the Jordan and Provo Districts in implementing the system are presented in the next two chapters.

III. A PILOT STUDY OF THE INTEGRATED MEDIA SYSTEM IN JORDAN SCHOOL DISTRICT

The Jordan District administration and Board of Education are very media-oriented. Even before being approached by the Instructional Media Division staff, they had visualized the trend toward implementation of technology in the classroom, and in 1969 had hired a principal of twenty years' experience in the District, Orr L. Hill, to join the administrative staff as Director of the Instructional Media Program. He was charged with establishing a central District Instructional Media Center to select, construct, organize, and circulate materials and equipment to the individual schools.

The Center was housed in what had formerly been the Administration Building just west of Jordan High School, which had recently been vacated by the administrative staff when they moved to new quarters. After some renovation, a facility was ready for adaption to the growing needs of the District. The Media Center today is comprised of:

1. A central office
2. Shelves of films (The Center is a State Depository)
3. A room for inspecting, cleaning, and repairing films
4. The Director's office
5. Rooms where materials are produced, classified, and stored

6. Rooms where materials are sorted and prepared for delivery to schools
7. Rooms where printing, collating, dry mounting, laminating, and duplicating is done
8. Rooms for recording and dubbing
9. A video-tape (VTR) room

A darkroom is under construction and a larger printshop is being prepared. Forecasts for the future include a production room for three-dimensional objects.

Equipment (hardware) found at the Center includes:

1. Cameras (8 mm. and 16 mm. movie cameras; 35 mm. slide camera; half-frame camera for filmstrips; Polariod, reflex, and video cameras). Every junior and senior high school in the district has a video camera.
2. Projectors (16 mm., 8 mm., slide, filmstrip, overhead, opaque, and rear projection equipment)
3. Viewers (filmstrip and slide)
4. Audio equipment (radios, record players, casettes, reel-to-reel recorders)
5. Video-equipment (video tape recorders, monitors and cameras)
6. Graphics equipment
7. Duplicating equipment (mimeograph, spirit, and Xerox)

Materials (software), both commercial and Center-produced, found at the Center include approximately:

1. 1,350 motion picture films, including 200 State-owned films
2. 4,000 filmstrips
3. 3,000 transparencies, including some motion transparencies and some transparency kits
4. 360 casette tapes
5. 260 picture sets
6. 350 Shorewood Art Collection reproductions
7. 50 film loops
8. 50 kits

The Center staff consists of the Director, two assistants, a secretary, and a delivery man.

Implementation of the Integrated Instructional Media System

Implementation of the Integrated Instructional Media System followed the outline presented in Chapter III with very little deviation:

1. Dr. LeRoy Lindeman, Administrator of the Division of Instructional Media and Dr. Don K. Richards, Administrative Assistant and Planner, met with Mr. Hill to explain the system and its possibilities and to ask his assistance in piloting its initiation in the State. Mr. Hill was impressed with the benefits which might result from a planned approach to media and readily agreed to lend his district's assistance.

2. Realizing that the prime mover for growth in the instructional media area must be the district's chief school administrator, Mr. Hill next made an appointment with the district superintendent and another member of the Administrative Staff. Already sold on media, these men gave an enthusiastic positive response to the proposal.

3. After preparing a profile for the District Center, as outlined in the Guidelines set forth by the project and based on equipment and materials in the District Center, Mr. Hill met with the Jordan District Board of Education. The opportunity of participating in this new innovative effort was discussed and was enthusiastically approved.

4. A similar meeting was held with elementary and secondary school principals to acquaint them with the objectives of the program and to lay the groundwork for cooperation in the individual schools.

5. Next, Mr. Hill called a meeting of the principals and media coordinators (the group who was to do the planning and paperwork) and outlined in detail the steps to be taken. The District profile sheet was displayed, giving a visual picture of the current status of the District Media Center, with the goals for the first year and for a five-year period also clearly shown. Most of the people present were familiar with ALA (American Library Association) and DAVI (Department

of Audio-Visual Instruction) standards, many of which were included in the guidelines, which facilitated understanding. They, too, were in favor of supporting the proposed program.

6. Although the principals were in every case to be included in determining the need for instructional media in the schools, the instructional media coordinators were appointed as chairmen of the schools' Instructional Media Committees. Therefore, all instructional media personnel were called together, the program was described and their support was solicited. Some of the coordinators were apprehensive, but most were excited about the possibility of attention being focused on what they knew to be a vital area and about the benefits of long-range planning and the establishment of priorities. To this point no individual school action had been taken, and all District action had been preliminary groundwork.

7. At this point a District committee of eleven members was appointed, with representatives as follows:

   a. One from the administrative staff (Mr. Hill, the Chairman),

   b. One from the consultant staff at the District Office,

   c. One principal from each level (elementary, junior high school and senior high school),

d. Two media coordinators from each level (elementary, junior high, and senior high school).

The Committee was given a rough copy of the Guidelines, and after reviewing them carefully and in detail, the members offered suggestions for revisions and made other comments about the program.

8. The Committee then met with members of the Instructional Media Division staff of the State Office and went over the recommendations with them.

9. Next, the Committee prepared a trial profile as practice in using the form. With their knowledge of the District's holdings and goals they wrestled with questions of how to adapt the program to present and possible buildings, facilities, budgets, and personnel.

10. Next, the Committee met with the principal and instructional media coordinator in each school and helped them appoint a local school committee (chaired by the Coordinator and always including the principal).

11. The school Instructional Media Committee was charged with two tasks:

    a. working out a profile, based on the Guidelines, of their present status and showing a five-year projection of goals and one-year priorities; and

    b. developing a plan for achieving the priorities established in the prepared profile.

12. Finally, the District Committee met with all of the school media coordinators, each of whom brought with them a profile prepared for his school. Copies of the profile were made and a District compilation was prepared (a sample page of the District compilation and of a school profile are reproduced on the following pages).

13. Additional suggestions were made to the State Office regarding revision of forms, changes in procedures, etc., which were reviewed by the Instructional Media Division and adopted if appropriate.

14. The Superintendent reviewed and approved the District media plan.

15. The State Instructional Media Division reviewed and approved the plan.

16. Media grants were made to the District from ESEA Title II, NDEA Title III, and Special State Funds for Media Improvement to cover purchase of equipment and materials ordered by the school as a result of the planning that went into the preparation of the profiles.

Utah State Board of Education
Office of the
State Superintendent of Public Instruction
Instructional Media Division
LeRoy R. Lindeman, Administrator
Salt Lake City, Utah 84111

DISTRICT MEDIA PROFILE

Orr L. Hill	Jordan	1971-72
District Media Director	District	Date

List below on each line under the appropriate phase the number of schools in the district qualifying for each phase.

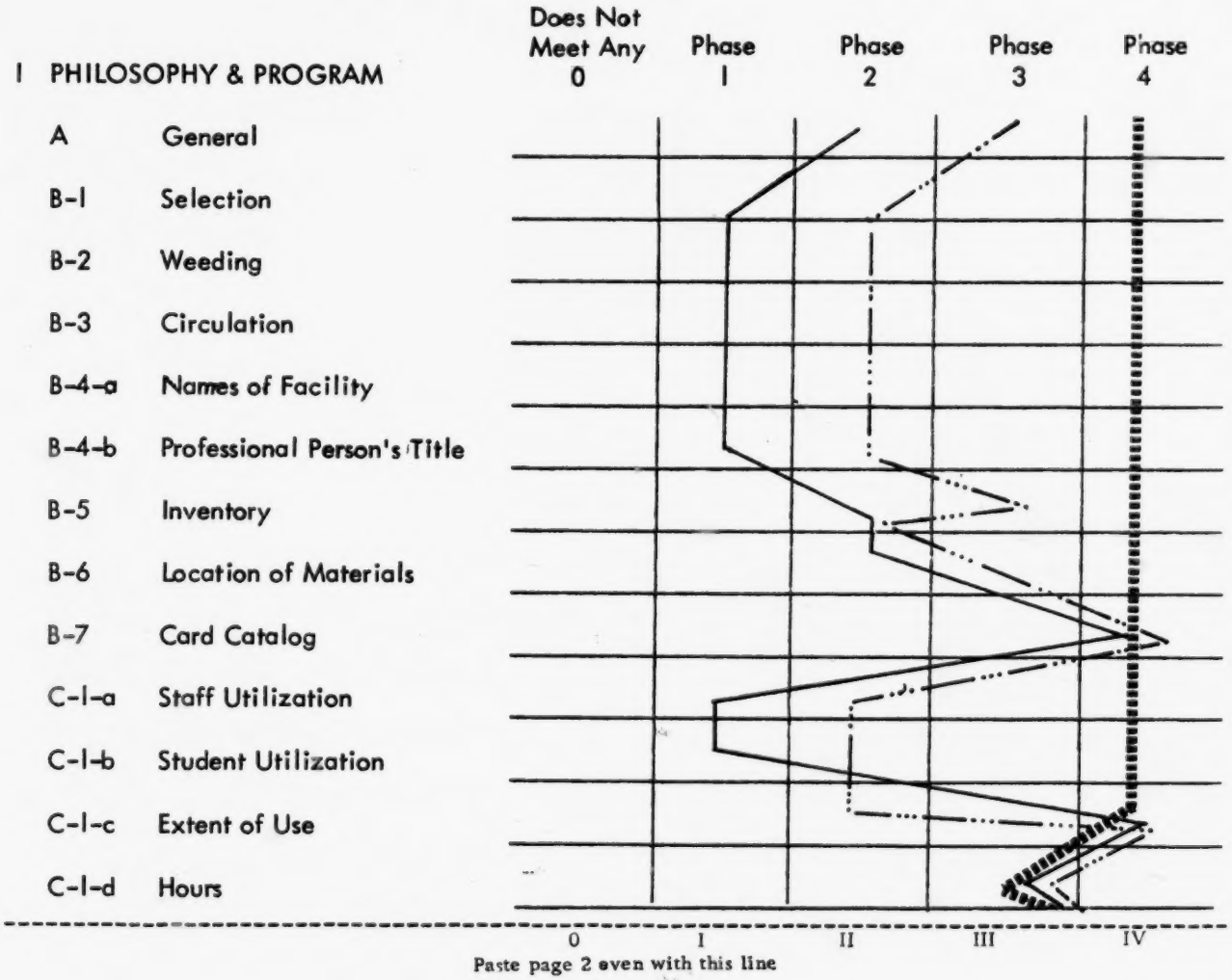
		Does Not Meet Any 0	Phase 1	Phase 2	Phase 3	Phase 4
I	PHILOSOPHY & PROGRAM					
A	General		7	17	5	1
B-1	Selection		27	1	2	2
B-2	Weeding		26	3	1	1
B-3	Circulation	1	25	1	2	1
B-4-a	Names of Facility		19	6	4	1
B-4-b	Professional Person's Title		21	7		2
B-5	Inventory		7	18	3	2
B-6	Location of Materials		5	18	4	4
B-7	Card Catalog	1	11	9	2	7
C-1-a	Staff Utilization	2	21	4	2	1
C-1-b	Student Utilization		5	20	5	2
C-1-c	Extent of Use		8	12	8	2
C-1-d	Hours		9	18	3	

Utah State Board of Education
Office of the
State Superintendent of Public Instruction
Instructional Media Division
LeRoy R. Lindeman, Administrator
Salt Lake City, Utah 84111

SCHOOL MEDIA PROFILE

Hillcrest High	Jordan	January 31, 1971
School	District	Date
Number of Students Enrolled	Principal	Professional Media Coordinator

Rate yourself. Indicate with a dot under the highest phase which your school reaches completely. Then connect dots with a line for your media profile.



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Results of Implementation of the System

Although it is too early to conclusively assess the value of the system in the individual schools, a comparative report (see Table I) shows a marked increase in circulation during the past year while the schools were focusing on an assessment of need for media in the instructional program. A four-year evaluation of the system in the pilot schools is underway and will be described in the final chapter of this paper.

Comments such as the following were commonly heard as principals met together: "This program is one of the greatest boons we've had--it gives us direction." "For the first time we're consciously aware of the priorities we should be working on." "This system helps us correlate our special projects with the academic program in our school." "We're beginning to see the value of integrating media with our on-going programs, rather than treating it like a stepchild."

The system helped principals and staff identify goals. It provided teachers with an opportunity to say, "How can I contribute to my school's goals?" After goals were identified, the District, too, was in a position to say, to each school, "What can we do to help you meet your goals and further your priorities?"

Several benefits accrue from open display of a visual pattern of the individual schools' goals: (1) As all personnel are invited to contribute to the formulation of the goals and priorities, if the goals are reached, all share in the success; if they are not, it is not the failure of any individual, but the team

Table 1. Comparative Instructional Media Circulation Report for 1969-70 and 1970-71. Jordan School District

	Motion Pictures & Loop Films		Filmstrips, Slides & Recordings		Pictures and Overhead Trans.		Maps, Charts, Models, Realia	
	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71
Alta View	243	510	182	776	4	156	20	128
Bella Vista	370	662	280	742	22	46	25	72
Bell View	342	1,136	577	1,274	74	84	46	173
Butler Elementary	276	590	58	333	-	44	26	65
Copperton	27	52	15	242	1	92	1	20
Copperview	170	422	190	213	45	44	30	70
Cottonwood Heights	177	636	102	430	17	-	28	26
Crescent	92	208	27	312	8	4	9	98
Draper	295	650	270	756	17	146	26	98
East Midvale	281	804	185	876	12	52	20	98
East Sandy	188	564	162	574	240	136	4	84
Edgemont	254	373	109	152	2	82	20	56
Herriman	75	324	32	295	3	50	1	42
Lark	150	164	41	166	3	16	11	15
Midvale Elementary	190	1,452	248	796	137	48	37	102
Midvalley	99	338	107	92	1	66	1	16
Mountview	256	702	409	796	10	62	29	260
Peruvian Park	200	428	76	240	-	40	27	40
Ridgecrest	249	516	121	218	26	32	19	106
Riverton	241	760	149	816	7	106	12	74
Sandy	115	458	71	432	6	18	4	20
South Jordan	149	426	194	490	1	30	3	23
Union Elementary	59	416	59	848	22	24	8	32
West Jordan Elem.	59	396	59	335	22	8	8	36
Westvale	160	516	412	1,045	44	97	25	78
Butler Jr. High	192	649	249	630	6	2	6	20
Midvale Jr. High	418	328	294	270	32	20	2	32
Mt. Jordan Jr. High	144	976	70	462	2	6	5	24
Union Jr. High	287	334	113	726	47	70	26	106
West Jordan Jr. High	319	448	258	376	5	-	-	36
Bingham High	123	382	170	62	21	2	-	31
Brighton High	266	927	34	290	36	-	1	52
Hillcrest High	292	761	99	210	40	36	4	84
Jordan High	528	2,096	187	812	116	154	7	153
Jordan Valley	-	368	-	656	-	54	-	42
South Park Academy	105	597	95	256	-	39	21	46
Total	7,451	20,364	5,731	17,999	1,018	1,866	513	8,958

rallies to modify the goals to make them more realistic or puts forth greater effort to meet them. The recording and displaying of goals and priorities gives them some degree of permanence, so that they are not ignored or forgotten.

In the process of determining the goals and priorities and completing the profile, many traditional-type librarians were assisted toward becoming Instructional Media Coordinators--not only in title, but also in attitude, thinking, and activity.

Comments by the Chairman of the District Instructional Media Committee

Mr. Orr Hill, Chairman of the Jordan District Instructional Media Committee and Director of the Jordan District Instructional Media Center, had this to say about the integrated media program:

"The Integrated Instructional Media Program has introduced a system approach for planning into our District. Through providing counseling, guidance, and the necessary forms and procedures, the State Agency has shown us the way to develop a media subsystem within our District education system.

"The magic of the Program seems to be in the involvement required. Teachers, media personnel, and administrators are all asked to contribute time and effort to planning what will be included in this subsystem of the district: and, as they become involved and work with each other, goals and priorities emerge--not only in media, but in the whole instructional program. Once the Program is initiated, there seems to be no way to turn it off--it is self-perpetuating. The staff becomes enthusiastic as the results of increased and more effective use of media become evident.

"In times past we've only made half a dozen tapes in years. This afternoon we are making 200 at the request of teachers, and I attribute these requests to the use of the system approach. If standards had not been set ("A school of your enrollment will probably need so many tapes"), if teachers and administrators had not discussed the standards ("What do we need them for?"), if explanations had not been given ("This and this and this tape will help in meeting these curriculum objectives"), and if idea contributions had not been solicited ("How could a tape be used effectively in this and this class?"), I don't think this increase in use would have come about.

"The use of the forms and procedures provides a structure, a stimulation, and a basis upon which greater understanding can be built of what media is available and what it is designed to do. The establishment of our media subsystem is one of the greatest aids we have in applying advanced technology in the classroom for improved instruction.

"In addition to increasing the effective use of media, the Integrated Media Program has guided our district in gaining a greater understanding of the District's and the individual schools' goals and priorities. It has done this by suggesting a procedure to follow in assigning responsible personnel and setting up committees, in filling out profiles, and making reports which focuses the attention of administrators and teachers on goal formulation--not just goals for the use of media, but overall instructional objectives (which may differ for each school) to which media can contribute. As one teacher put it, 'It shows us how to go about what we want to do.'

Each district and each school has a philosophy of education. The procedure asks each to formulate a philosophy of media which will be consistent with its philosophy of education. The involvement necessary in carrying out this step creates an awareness of overall goals and media goals on the part of everyone--from the Board of Education down to the teacher and curriculum supervisor. As all must concur on the consistency of the two statements of philosophy, personnel come to think of media, not as a subsidiary to, but as an implicit part of the educational process in the district.

"After the philosophies have been formulated and their interrelationship becomes clear, the integrated system helps the District establish the procedure through which the philosophies can be implemented.

"The Program does not impose set standards or procedures on any district. The establishment and operation of each subsystem will be different in each school. Curriculum, equipment, materials, and personnel needs vary with the building plan, as well as with the programs, in the individual schools. The Canyon View School does not even have classrooms, but consists of two media centers--one for the primary grades and one for the intermediate grades. The IMPLODE Project, conducted in the Bella Vista School calls for different materials and equipment than the South Jordan fourth, fifth, and sixth grades, where classes are conducted in the Media Center. The most important thing is not the surveys which produce the profiles, but the programs that are going on in the schools and how media can facilitate them. Just as the programs differ, so will the results of the establishment and implementation of the

subsystem differ--but in each case an improved instructional system will result along the lines that school or district has chosen to travel.

"The Program has great value in literally forcing an examination of present status and practices and subsequent establishing of long-term goals and immediate priorities. Through providing a procedure and the forms to do this, a great service is rendered to all. It gives direction to the Instructional Media Coordinator on a local level and to the Media Director on the District level. It presents alternative ways of meeting problems and facilitates the making of decisions. It helps in wrestling with the practical problems of finance. A school cannot buy all they want, nor should they buy all books and equipment and no software. It helps them determine a balanced program as they move along and to establish priorities a year in advance, and it encourages flexibility by providing new ideas and alternatives.

"The Program provides a basis for evaluation. It helps answer the questions: 'Are we zeroing in on the individual instructional programs of our school?' 'Are we meeting the needs of teachers as they meet the needs of students?' 'Are the equipment and materials we are supplying on the right level for the age groups we are instructing?' 'Are the materials relevant to the lives of these children?' 'Are we using obsolete equipment or circulating obsolete materials?' 'Are we providing teachers with all the information they need on equipment and materials?' 'Are we providing adequate training programs in use and production of materials?' As one teacher stated it, 'As we met together with the Instructional

Media Committee, we really got to understand what we are trying to do and how to evaluate our efforts.' Another stated, 'Since the implementation of the new media system in our district, I've finally come to understand how media can help us accomplish what we want to do in the curriculum. This combining of print materials with multi-media in the Center really helps in planning individualized programs for the students.'

"The reactions to the introduction of a system approach have been varied. Af first there was some concern on several points: First, the people most directly involved, the librarians, had some anxiety over their new title (Instructional Media Coordinator) and their new responsibilities (other types being added to print media and an emphasis on utilization rather than on materials management). As they worked into the system, however, they found their new roles much more stimulating and rewarding and most have responded positively. Some staff members were concerned about the administration's acceptance of the program, but this was readily obtained after proper explanation of the objectives and functions of the program. Some instructional media coordinators were concerned about their new relationship as advisors and co-workers with the teachers. They were not sure they would be welcomed at faculty meetings in which curriculum was to be discussed or if "traditional" teachers would feel some threat of intrusion into their self-contained classrooms by the services the instructional media coordinator had been charged to give. Although this latter situation was not entirely stabilized at the end of the first year, the majority of the problems had been resolved, and the services of most of the

coordinators were used extensively. While some teachers had not yet caught the vision of what media and the new subsystem could do for them, it was being phased in with a core of willing and innovative teachers and a total impact was being felt. Enthusiasm of teachers and coordinators was running high.

"As the transition to a subsystem has been made, success has come as understanding has grown in teachers and administrators. Acceptance cannot be pushed, but opportunities can be created to explain and demonstrate and involve those who are still reluctant. The system gets equipment and materials into the hands of the teachers so they can become familiar with it, feel comfortable with it, evaluate it, and plan to use it. As it focuses attention on the role of media in individualizing learning, it opens the way for traditional teachers to change.

"An enthusiastic principal and a coordinator who will work closely with and support the teachers can really help the program move along. Some push can come from the teachers as they request additional materials and equipment, but integration is faster when the leaders lead.

"Media makes knowledge come alive. We need a system to get it to the students. This new integrated media system helps us define our status, plan our goals, establish our priorities, and operate in a professional, efficient fashion. It is a flexible plan which will work in schools of varying design and philosophy; it will provide each with a systematic way to accomplish its goals."

IV. A PILOT STUDY OF THE INTEGRATED MEDIA SYSTEM IN PROVO SCHOOL DISTRICT

The Provo School District has a District Supervisor of Media Coordinators, Vern Brimley, and a small District Instructional Media Center which provides only the very expensive equipment, such as video tape recorders (VTR's) and offset presses, which the individual schools cannot yet afford. It is not a materials storage center. Implementation of the program here was somewhat different from that in the Jordan District. Choice of these two districts for the pilot study seems to have been wise, for they demonstrate two widely divergent philosophies of administrative organization in operation. Each district and each school must adapt the program to its individual method of operation and needs. The guidelines are not intended to be dictations from the Office of the State Superintendent, nor should they be interpreted as such if a successful operation is to result.

In the Provo area the trend is for leadership to be decentralized, with more autonomy at the school level. Close coordination usually exists between principal, faculty, and media coordinator at the individual school. Little definite direction is given from the District Office. The District Supervisor provides broad guidelines for media coordinators, based on general district philosophy. He is a reasource supervisor--a facilitator. The District seldom supplements the services of the schools, but only obtains and distributes funds and acts in a counseling capacity.

The coordinators have an organization which is governed by elected officers. Mr. Brimley usually attends the meetings, representing the District Office. All of the Centers are staffed by professionals--most have at least three years of teaching experience in the classroom, and many have had additional training. They share materials and methods at their monthly meetings, but each feels capable of determining the needs of his Center through consultation with principal and faculty and of meeting the demands therein.

The expressed philosophy of the coordinators is that the farther equipment and materials are removed from the classroom, the lower their circulation. They do not favor the establishment of a District Center as a storehouse, but feel that all needed materials should be readily available in the school to meet the needs of the "teaching moment." The trend is to decentralize materials and to provide every classroom with a casette recorder or player, record player, filmstrip and overhead projector, and other equipment needed. Needed materials are purchased by the school media center for everyday use. Each school builds in the area of its particular program. Films are available from and delivered weekly by Brigham Young University. The State Library is a backup for some books and materials. There is some sharing of materials between schools in the District, and a need has been felt for a computerized Central Index System of materials, but not for storage and distribution of equipment and materials.

The District Supervisor of Media Coordinators is also the Director of Federal Programs (from which most of the media funds are secured), and he delegated the chairmanship of the District Media Committee to a local school coordinator, Mrs. Katie Blake, Joaquin School, 551 North 600 East, Provo, Utah.. Even after the District Committee was appointed, it was charged only with distributing, interpreting, collecting, tabulating, and evaluating the school profiles, based on the guidelines supplied by the State Instructional Media Division, and was given no responsibility for further helping the schools improve their policies, practices, or holdings other than in an advisory capacity.

Implementation of the Integrated Instructional Media Program

Into the above-described philosophical setting came the request from the State Instructional Media Division that the District cooperate in piloting the integrated plan. The Provo District has always been library conscious, and in recent years has become media conscious and approval was readily given. Again, the implementation steps outlined in Chapter II were followed with little variation:

1. Dr. LeRoy Lindeman, Administrator of the Instructional Media Division, met with Superintendent Sherman W. Wing, and Vern Brimley, District Media Coordinator, to explain the program and its possibilities and to ask their assistance in piloting its initiation in the State. Eager to improve the expanding instructional

media services of the District and visualizing the importance of long-range planning, Superintendent Wing gave his approval for District participation.

2. Dr. Lindeman met with and spoke to the Media Coordinators, explaining the purposes and procedures of the system, and asked for their cooperation in piloting the system in their district.

3. A District Media Committee was appointed by Vern Brimley, which was comprised of Mr. Brimley; Chairman, Katie Blake; and three other school media coordinators (two elementary and one secondary). School principals were ad hoc members, but did not attend all meetings.

4. Dr. LeRoy Lindeman and Dr. Don K. Richards met with the District Committee in an orientation meeting. Dr. Richards described and illustrated the planning process.

5. The District Committee next met with the principals and some of the District Office personnel to explain the program and solicit their support. Several of the principals were invited on different occasions to attend individual committee meetings.

6. The District Committee met weekly for several months to become acquainted with and initiate the system profile. It compiled and coordinated District one-year and five-year goals, on a trial basis.

7. The District Media Committee then met with all school media coordinators to discuss the specifics of the

guidelines, to explain and interpret what they were being asked to do. Response from the group was varied. The first reaction from a minority--a small minority, yet strong--tended toward "This is too much work;" and "What we do is not the State School Office's business; we have our own way of doing things." Some fear was expressed that funds would be withheld if standards were not met. Finally, however, consensus was reached.

8. The school media coordinators then appointed a committee in each of the schools, which included the principal, and set about conducting the needs study. Each subject area was reviewed as to its goals and the needs for the specific program; teachers were involved. Present status was recorded and five-year goals and one-year priorities were established. The study was tabulated and recorded on a profile sheet. Gahtering the data took several weeks and filling out the profile took five to six hours.

9. All of the school media coordinators then met with the District Committee.

   a. Each brought the profile for his school, and a district tabulation of the number of schools in each category in each phase was made. (A sample page from the District tabulation and from a school profile are shown on the following pages.)

Utah State Board of Education
Office of the
State Superintendent of Public Instruction
Instructional Media Division
LeRoy R. Lindeman, Administrator
Salt Lake City, Utah 84111

DISTRICT MEDIA PROFILE

Vern Brimley	PROVO	1971-72
District Media Director	District	Date

List below on each line under the appropriate phase the number of schools in the district qualifying for each phase.

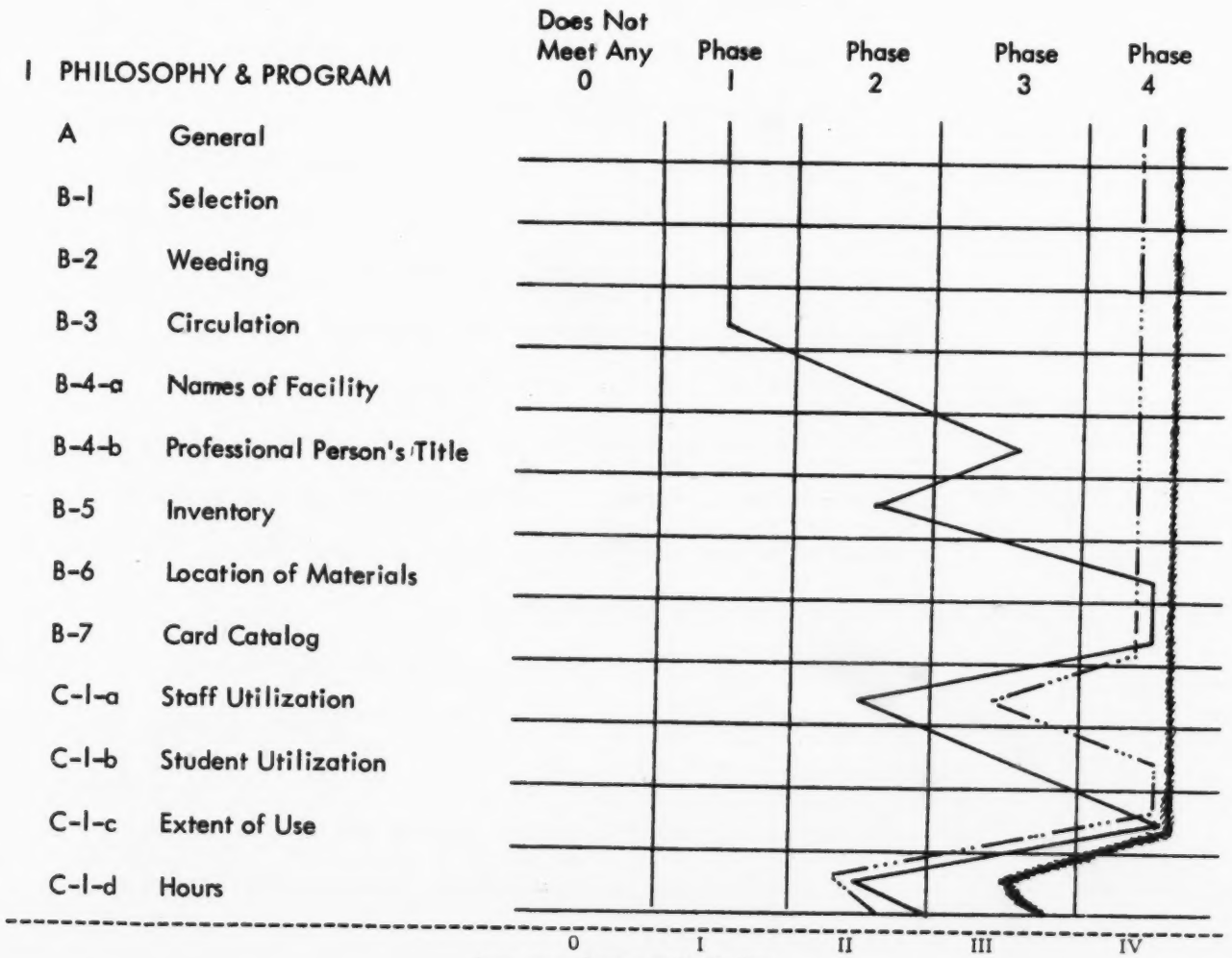
		Does Not Meet Any 0	Phase 1	Phase 2	Phase 3	Phase 4
I	PHILOSOPHY & PROGRAM					
A	General		1		1	11
B-1	Selection		1	3	3	6
B-2	Weeding		1	5	1	6
B-3	Circulation		1	2	3	7
B-4-a	Names of Facility		2	5	1	5
B-4-b	Professional Person's Title		3	3	2	5
B-5	Inventory			4	4	5
B-6	Location of Materials				6	7
B-7	Card Catalog				2	11
C-1-a	Staff Utilization		1	5	4	3
C-1-b	Student Utilization				9	4
C-1-c	Extent of Use			2	4	7
C-1-d	Hours			6	6	1

Utah State Board of Education
Office of the
State Superintendent of Public Instruction
Instructional Media Division
LeRoy R. Lindeman, Administrator
Salt Lake City, Utah 84111

SCHOOL MEDIA PROFILE

Joaquin	Provo	January 26, 1971
School	District	Date
Number of Students Enrolled	Principal	Professional Media Coordinator

Rate yourself. Indicate with a dot under the highest phase which your school reaches completely. Then connect dots with a line for your media profile.



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b. As a matter of interest, one school (Wasatch) made a cost analysis of some of the items as to what it would cost to move from one phase to another.

c. By this time, the resistance to use of the plan had dissipated and much enthusiasm was evident among the group. The value of long-range planning and the the need for establishment of priorities in selection of equipment and materials was becoming evident.

d. Revisions of the guidelines and profile were suggested and written on a special form for Dr. Lindeman and Dr. Richards.

10. The District Committee held a feedback session with Dr. Lindeman and Dr. Richards, submitting the individual schools' profiles, the District tabulation, and the suggestions for revisions in the program.

11. The individual schools' profiles and the District tabulation were reviewed, and approved by the Instructional Media Division of the State Board of Education. Suggestions for modification of the Program were reviewed and many were adopted.

12. A District plan was formulated and requisitions for the priority materials and equipment identified were prepared.

13. The District submitted its integrated media plan to the State Instructional Media Division, where it was reviewed and approved.

14. Media grants were made to the District to help provide funds to meet the requisitions prepared.

Results of Implementation of the System

As with the implementation in Jordan District, it is too early to conclusively assess the value of the program in the individual schools. The base for a four-year evaluation is being laid, and these plans will be discussed in the next chapter. No figures for increases in circulation are available, but the coordinators report that since Instructional Media Centers have been established and developed, combining library holdings and audio-visual materials, circulation of books has increased and circulation of audiovisual materials has doubled.

The changed image, as the library became the media center, the changed role, as the "librarian" was replaced by a "media coordinator," and the changed relationship of media to the instructional program was reflected in the District philosophy and in the use of the facility by the students. The Basic District Media Project Proposal, submitted by Provo District stated:

> Where the earlier library was conceptualized as an auxiliary of the classroom, now the classroom is conceptualized as an extention of the media center. Clearly the direction of American education today is that the Instructional Media Center is the physical core of the learning environment.

When visiting the schools it becomes evident that the Center is part of the classroom--students are shuttling back and forth continually. In some schools the physical structure makes this easy: the classroom <u>is</u> the media center. In others, traditional

physical arrangements necessitates excusing students from class, which some teachers find easier to accept or arrange than others.

Students are eager to use the new equipment and materials. The Center is not completely quiet, as the library used to be--a low hum of activity can be discerned. The sleeping, boredom, and mischiefmaking, with which all librarians are familiar, is not evident here. Each student is engrossed in what he is seeing or hearing (or both). Students don't leap for the door when the final bell rings, but many hurry to the Center to secure a popular tape or filmstrip and seem reluctant to go when the Coordinator finally leaves for the day. Requests are made to take the materials home (which are often granted), and graduates from the school even return to show younger brothers or sisters their favorite slides or to find their favorite tape to share with them.

Although improvement in the learning patterns and attitudes of students is a significant result, greater awareness of the problems involved in providing instructional media services and the concentration of attention and creativity of administrators and teachers on solving these problems is another gratifying evidence of the value of the program. It was the first time many principals had sat down with the media coordinator to carefully review the school's present status and fully explore the possibilities for maximum efficient development of these services so vital to effective instruction. As one principal said, "Before we prepared the profile together I wasn't really aware of the whole picture. I more or less said, 'There's a library--that lady up there takes care of it.' " Another principal said, "We would spend our media

money on whatever individual item was recommended by a teacher or the coordinator. I didn't realize what a great help it would be to set some long-range goals and establish some priorities for development based on the overall, long-range needs of our school."

Comments by the Chairman of the District Instructional Media Committee

Mrs. Katie Blake, Chairman of the District Instructional Media Committee and the Instructional Media Coordinator in the Joaquin School, Provo, Utah, is enthusiastic about the Integrated Media System:

"The integration of audiovisual materials with library materials has done wonderful things for increasing interest in both. When the students work with one, they are naturally led to an interest in the other. After a visual or sound presentation arouses their curiosity, they want to read more about it. Our book circulation has doubled since the integration of the two areas.

"The students are so pleased not to be restricted to textbooks--the most sterile of all writing, with its outline structure. Our trade books, which are written to sell, often cover a subject just as thoroughly and in a much more interesting fashion. The various points of view taken by the different publishers and producers of all kinds of media on the same topics are very refreshing. This program has helped us to build in those areas that coordinate with our teachers' instructional programs so that our usefulness to them is increased.

"Working through the profiles was very enlightening to all of us. It gave our area a big push in the district and secured

more cooperation for us from the administration--not that cooperation has ever been lacking, but our participation in the pilot study brought media to everyone's attention and helped us decide where we wanted to go. The media subsystem has received a great deal of emphasis from our central office, and the State Integrated Media Program is an ideal vehicle for organizing priorities and channeling feedback in the subsystem.

"Although some media coordinators protested the program at first (they feared the State was trying to control in areas where the coordinators felt they should be autonomous), they soon found values in it. It was heartening to sit down with principals and work on media goals together. Some principals had not been aware of strengths and weaknesses in their own schools--particularly in regard to software.

"Many of the media centers were using 'traditional library' policies, and although most had a general media philosophy, it was seldom written down. The Integrated Media Program encouraged committees of media coordinators, principals, and faculty members to commit both school and media center philosophies to paper.

"Carol Lee, media coordinator at Wasatch School, made out a type of cost analysis on her media center. She secured the facts and figures about what it would actually cost her school to move from one phase to another. The results were staggering, and as a result of her projections, Vern Brimley, Director of the Federal Programs and Supervisor of Media Coordinators in the Provo District said that 'the general objectives of the five-year program must be re-evaluated and a more realistic approach to purchases in a

one-year period must be made.' Such an analysis, evaluation, and modification would probably never have been attempted without the Integrated Media Program.

"The media coordinators were already meeting monthly to share ideas and to meet with representatives of the administration. These meetings proved helpful in communicating the policies of the Program and provided a forum for discussion.

"Most administrators, faculty members, and coordinators agreed that the Program made it possible to be more business-like and organized in deciding on priorities for individual schools. Too, especially the faculties were interested in how their school compared with the other schools and with the District as a whole. Some felt that if the results of the profiles were published, this would help offset the feeling that 'those new schools always get everything.'

"The possibilities in the media field are unlimited--and our work is becoming more complex every day. The Integrated Media System we have helped to pilot in the State has given us much-needed direction in moving ahead."

V. OPPORTUNITIES FOR THE FUTURE

It has been said that there is nothing more exciting than involvement with an idea whose time has come. Involvement with media has always been exciting--for the senses are stimulated--but now the thrill of seeing the field unfold and "blossom" is added. As acceptance grows, demand heightens, and the pace quickens.

> The goals of media programs are vital. Information must be stored more efficiently and made more readily available; students must be prepared to read books and to "read" film and video images. While the world appears to be shrinking and nations are supposedly "retribalized," the needs and potentials of the individual are still the concern of educators and media programs permit and encourage individual development. Our concerns are the development of skills, the transmission and criticism of values, and the development of modes of perception. So, while we fuss about standards and search for the best projector, let us not forget why we are fussing and why we are here.[1]

Evaluation

Because the needs and potentials of the individual are still our concern, frequent and careful evaluation must be made of what we are doing and where we are headed. What measurable changes in students are brought about by an improved instructional media system is a vital question.

A four-year study has been designed by Dr. Norman Hyatt of Brighan Young University with the following purpose:

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[1]Herman Elstein "Standards, Selection, and the Media Center: Where Are We Now?" Audiovisual Instruction 15:39, Dec. 1970.

To assess the impact of the Integrated Media System of the Utah State Board of Education on students and teachers as determined over a four-year span of time through the use of selected data-gathering techniques using the Provo School District and the Jordan School District as pilot districts.

A "picture of impact" of the program will be taken at three separate times. The "picture" will be a broad view of the districts' educational program from which a study of the details can be made in order to determine the impact of the media program from as many angles as possible. Base-line data from the science and social studies classes in grades 4, 6, 8 and 10 in selected schools in the two pilot districts, Provo and Jordan, were gathered in the spring of 1971. Comparable data from grades 4, 6, 8, 10, and 12 in the same subject areas and schools will be gathered in 1973 and again in 1975.

Objective of the Evaluation

The objective of this evaluative study is to determine the impact of the Integrated Media Program on teacher and student performance and behavior, as measured by changes and relationships in the following factors:

Teacher performance and behavior

1. Number of learning options[1] provided for and by teachers
2. Teacher role-concept and performance
3. Proportion of instructional-learning time that is teacher-directed

[1]Learning options are considered to be the various choices of interaction with other people and things provided students in the classroom.

Student performance and behavior

1. Student role-concept and performance
2. Proportion of instructional-learning time that is student-directed
3. Academic achievement
4. Self-image
5. Attitude toward school
6. Attitude toward peers
7. Creativity

Success of implementation of the Integrated Media Program as measured by school and district profiles should correlate directly (as opposed to inversely) with changes in the above factors.

Methods and Procedures

All methods and procedures are checked and coordinated by the Instructional Media Division of the Office of the State Superintendent of Public Instruction. The following steps were followed in designing the study and in gathering the base-line data:

1. The purpose of the study and the objectives were outlined.
2. Instruments were identified or designed to yield the comparisons desired.
3. An orientation session was held with the teachers in the two districts and packets of the instruments which they were to complete or were to have the students complete were distributed and explained. These instruments were:

a. A Media Availability Analysis, in which the teacher identified the location of forty learning options[1] as "in the classroom" or in another location, which identified the degree of their availability to teachers and students.

b. A Teacher Questionnaire, which called for response to thirty items reflecting value and role of learning options in the classroom as perceived by the teacher.

c. Daily Media Choice, a five-day record to be kept of options used by the student who used media the most and the student who used media the least, and whether the activity in each case was teacher- or student-directed.

d. An Episode-Situation Questionnaire, in which a condition or situation was described and multiple-choice response was solicited which indicated

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[1]The 40 learning options were listed as follows:

handouts	transparencies	role-playing
periodicals	slides	resource person
workbooks	filmstrips	field trips
textbooks	bulletin boards	experiments
non-textbooks	chalk boards	models and mockups
card catalog	maps and globes	real-life experience
records	displays	copy machine
tapes	8mm. film loops	drymount press
radio programs	16 mm. film	transparency production equip.
public address system	kits	motion-picture camera
listening station	recorded video-tapes	polariod camera
pictures	live TV	equip. for darkroom
charts	dramatization	instamatic camera
		closed-circuit TV

an innovative, transitional, or traditional approach to the instructional-learning situation on the part of the teacher.

e. Teachers were also asked to administer nineteen separate scales of the Student Information System (SIS), used statewide on a K-12 basis, which provides a comprehensive view of the characteristics of students--which for the purposes of this study might be summarized as academic achievement, self-image, attitude toward school and peers, and creativity.

4. Teams of observers were selected and provided with Classroom Observation Forms. Training was provided in observation and recording techniques to establish a common basis for data-gathering. Observations during 888 five-minute time blocks were recorded of activities in the classrooms and whether they were teacher- or student-directed.

5. The data were gathered, tabulated.

6. The data were analyzed by computer.

With the exception of formulation and revision of new instruments, the same basic steps will be carried out again in 1973 and in 1975 to secure data for the comparisons set forth in the objectives. Concurrently with the procedures of this study, the Integrated Media System is being implemented and developed in the two pilot districts. Comparison will be made in the two designated years between improvement in the areas identified and in the process

of implementation of the Integrated Media System. Positive correlation should indicate a direct influence of the Integrated Media System in the areas measured.

This study should be valuable, for few research results are available to help in assessing the impact of the use of a media system on the behavior of students and teachers.

Planning as a Basis for Future Change

The planning actions taken in the Office of the State Superintendent of Public Instruction and in the Jordan and Provo School Districts are just beginnings in the developments that will come about in the media field in Utah. This is realized. But what better foundation for complex development than solid planning? The assessment of present conditions, the projection of five-year goals, and the establishment of immediate priorities help to prepare educators to utilize expanding knowledge and to understand and adjust to the role they are to play in innovation. With a solid base of knowledge and understanding among personnel in the individual schools, adaptation to changing conditions, alone and through cooperation, will be easier.

Some of the trends and changes involving attitudes toward and use of instructional media were discussed in the introduction of this paper. As media comes to be considered an integral part of classroom instruction, its use will be planned as the curricula is planned, rather than coming as an afterthought. As media coordinators increase in number and skill, they will be relied upon more by the teacher as a partner in planning more effective learning activities.

As more and better software items are designed to meet educational objectives, teachers will utilize them more readily. No doubt within a few short years a computer will analyze each student's background, interests, and needs and match them with specific learning experiences.

One of the most important trends is toward individualization of instruction and toward student-centered experiences. Children are no longer satisfied to look and to listen--to be consumers of ideas, not producers. They are eager to interact, to manipulate, to create. Through the use of media, students are released from their desks to explore. And as they explore and learn, they will also use media to communicate their new insights.

> Generally, we know that a student has learned to utilize knowledge somewhat satisfactorily when he has created a new communications product that incorporates, in large part, his personal experiences. In the past, students provided ideas of this kind primarily through the written word. Today there are valid reasons why they should also be able to express their ideas through pictures and sound according to interest, purpose, and occasion.[1]

Students want to "do their own thing":

Not just see films--but produce them,

Not just read poetry--but compose it,

Not just listen to music--but play it,

Not just study history--but make it.

These and other changes are the challenges of the future. Long-range planning will help to meet them.

---

[1]Kenneth I. Taylor, "Creativity Inquiry and the School IMC," Audio-visual Instructor, 14:52, September 1969.

Conclusion

Like the little child after the birthday party, we've been given so much it is hard to realize that there is more that we need. The technological explosion has provided us with so many wonders--yes, miracles--that we are hard-up to devise a system to work them into our instructional patterns. Yet we have just begun to utilize media.

It is hoped that this description of a planning process; the sample of the instrument used to graphically show current status, five-year goals, and one-year-year priorities simultaneously; and the narration of its successful utilization in two school districts will motivate other districts to inaugurate the plan. Nine more districts in December of 1971 were in the process of moving into this program, (Beaver, Box Elder, Juab, Kane, Lo[illegible], Nebo, Ogden, Tooele, and Washington), and it is hoped that within the next five or six years every district will have utilized the planning approach in the instructional media area. Finding success th[illegible]e, it is hoped that they will go on to apply the same basic planning approach to other areas of school administration.

When long-range objectives and short-term priorities are established, events in the day-to-day operation can be shaped toward those ends.

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63

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APPENDICES

APPENDIX A

OVERVIEW OF THE PLANNING PROCESS

OVERVIEW OF THE PLANNING PROCESS

The purpose of the material which follows is to provide an overview of the planning process illustrating how evaluation is an integral part of planning. Before this can be done, the two terms--planning and evaluation--must be defined. Then the relationship between them can be considered.

Prior to evaluation, one often determines the rate or amount of some observable fact or event. This process is often referred to as assessment or measurement. When one begins to attach value to assessment, he moves into the realm of evaluation. Therefore, evaluation is a process of comparing measures with criteria and providing the results of this comparison to decision-makers in a form and time frame suitable for use.

Note the emphasis upon aid to the decision-makers. Evaluative evidence, when added to such things as experience, judgment and intuition should result in optimum decisions.

Looking at planning next, it is noted that it, too, focuses on aiding improved decision-making.

Briefly, planning is a logical process for solving problems or for designing programs to achieve specific objectives. It requires the generation of alternative approaches and a look at the implications of each alternative. It further requires modification or improvement of design based upon continuous evaluation of how well the objectives are reached.

Having reviewed what planning and evaluation mean, it makes it much easier to talk about the relationship between the two. This relationship is most clearly seen by surveying the planning process. The major steps in the process are not new, because they are essentially the steps of the Scientific Method. They are:

1. Identification of problems by conducting a needs assessment.
2. Definition of each problem, which includes identification of constraints and listing of performance requirements or specifications to judge the end product.
3. Analysis of the problem, which results in formulation of a hierarchy of objectives or list of "whats" necessary to go from present status to desired outcome.
4. Generation of alternative solutions or programs.
5. Selection of a preferred alternative after consideration of the implications of each option.
6. Implementation.
7. Determination of performance effectiveness (and revision as necessary).

A MODEL FOR SOLVING EDUCATIONAL PROBLEMS AND PLANNING EDUCATIONAL PROGRAMS

ANALYSIS—(Identifies What is to be Done)			SYNTHESIS (Identifies How to get the "What's" Done)			
IDENTIFY PROBLEM 1.0	DEFINE PROBLEM 2.0	ANALYZE PROBLEM 3.0	GENERATE ALTERNATIVE SOLUTIONS 4.0	SELECT "BEST" SOLUTION 5.0	IMPLEMENT SOLUTION 6.0	EVALUATE 7.0
1. Identify concerns 2. Define unmet needs 3. Place priority on needs	1. Write Mission Statement 2. List constraints 3. List performance requirement 4. Summarize the three above into a Mission Objective	1. Mission analysis 2. Function analysis 3. Task analysis 4. Methods-means analysis	1. Secure consultant or expert help 2. Conduct brainstorming session 3. Review literature & research 4. Use tools - see below	1. Anticipate consequences of each course of action 2. Rate each alternative against evaluative criteria	1. Develop implementation plan 2. Obtain plan approval 3. Activate plan 4. Monitor plan	1. Evaluate 2. Revise as necessary
"HOW" OR TOOLS						
NEEDS ASSESSMENT	SYSTEM ANALYSIS MEASURABLE OBJECTIVES		PPBS COST-BENEFIT/ EFFECTIVENESS ANALYSIS MODELING SIMULATION ANALYSIS OF POLITICAL SITUATION		NETWORK BASED MANAGEMENT TOOLS PERT CPM	TESTING ASSESSMENT

It can be quickly seen from studying the preceding model that evaluation occurs at each and every step of the planning process or cycle. It also receives major emphasis in the last step, where performance effectiveness is determined. Furthermore, it is now relatively obvious that both planning and evaluation have a common or shared function, that of guiding educational decision-making at both the State and local levels. Planners are providing data on alternative means for solving a problem or designing a process while evaluators are providing data on the value and success of a particular process, technique or program.

In answering such questions as the following, evaluation identifies elements or characteristics of a program where revision is desirable:

1. Was the mission accomplished?
2. Was the identified need fully satisfied or the problem solved?
3. Was the program selected a successful one? That is, was it the best strategy to be used?
4. Was the failure to attain objectives a result of supporting elements rather than inadequacy of the selected solution strategy or program.

Clearly, planning and evaluation cannot be separated because they are so intimately interrelated and interdependent. Good evaluation depends upon effective planning and quality planning results from the input received from effective evaluation.

APPENDIX B

SAMPLE PAGES FROM
MEDIA: HOW ARE WE DOING?

GUIDELINES FOR THE DEVELOPMENT OF
AN INSTRUCTIONAL MEDIA SYSTEM

PART IV

I. PHILOSOPHY AND PROGRAM

	Phase I	Phase II	Phase III	Phase IV
A. General	School has a verbal educational philosophy	School has a written educational philosophy	School has a written educational philosophy and a separate written philosophy for the media program	School has a written educational philosophy including a section dealing with the role or mission of the media program
B. Specific				
1. Selection	School leaves selection to media coordinator with verbal understandings from faculty	School has a written policy approved by the principal	School has a written policy which has been officially approved and which provides for specific ways in which teachers will be included	School has a written policy which has been officially approved and which provides for specific ways in which teachers and students will be included
2. Weeding	School leaves weeding to media coordinator	School has a written policy which has been officially approved	Same as Phase IV	School has a written policy which has been officially approved and which provides for specific ways in which teachers help determine discard policy for materials and equipment
3. Circulation	School leaves the circulation policy to media coordinator	School has a written policy which has been officially approved	Same as Phase IV	School has a written policy which: a. Has been approved by the principal b. Clarifies who may borrow c. Defines what items will circulate

I. PHILOSOPHY AND PROGRAM

	Phase I	Phase II	Phase III	Phase IV
C. Evidence of philosophy in action				
1. Utilization of the IMC				
a. Faculty and staff: Average percentage of faculty and staff members using the center. (Do not count faculty meetings)	Less than 50% of faculty visit the center each week	50 to 65% weekly	65 to 80% weekly	More than 80% weekly
b. Students: Average percentage of the studentbody using the center	Less than 20% of the students daily	20 to 35% of the students daily	35 to 50% of the students daily	Over 50% of the students daily
c. Extent of use	During the time the center is open, students or faculty are present 70% or more of the time	During the time the center is open, it is being used by students or faculty at least 80% of the time	During the time the center is open it is being used by students or faculty at least 90% of the time	There is no time during the period the center is open, when it is not being used by some student or faculty member
d. Hours	The center is open only during school hours	The center is open during school hours (including lunch period) and at least 30 minutes preceeding the beginning and following the ending of classes	In addition to the hours outlined in Phase II, the center is open at least an additional 6 hours per week	In addition to the hours outlined in Phase II, the center is open at least an additional 20 hours per week

II. PERSONNEL

	Phase I	Phase II	Phase III	Phase IV
A. Professional educators (Media)				
1. Number employed	At least 1 per 1,000 students (i.e. 500 student school would have ½ time person)	At least 1 per 800 students	At least 1 per 600 students	At least 1 per 400 students
2. Management functions	Professional media persons spend over 50% of their time	Spend between 40 and 50% of their time	Spend between 30 and 40% of their time	Spend less than 30% of their time

Include such items as:
- Training members of media teams
- Supervising members of media teams
- Planning and organizing the media program, facilities, etc.

3. Utilization functions	Professional media persons spend between 20 and 30% of their time	Spend between 30 and 40% of their time	Spend between 40 and 50% of their time	Spend more than 50% of their time

Working with adults in:
- Helping to develop lessons plans
- Meeting with team members on curriculum problems
- Giving discussions outside IMC on use of media
- Discussing media services with faculty
- Speaking to service groups in community on IMC program
- Working with faculty media committee
- Circulating TV guides and schedules to teachers
- Informing faculty of TV programs and changes
- Informing faculty of new materials
- Assisting faculty in designing overhead transparencies, graphs, and other visuals
- Classifying materials to be cataloged

V. MATERIALS

	Phase I	Phase II	Phase III	Phase IV
A. Books (Non-text)				
1-250 Students	10 books per student	15 books per student	30 books per student	45 books per student
Over 250 Students	2,500 + volumes or 5 volumes per student, whichever is greater	5,000 + volumes or 8 volumes per student, whichever is greater	7,500 volumes or 10 volumes per student, whichever is greater	10,000 volumes or 15 volumes per student, whichever is greater
B. Magazines Includes adult periodicals for teachers				
Elementary school				
1-250 students	7 titles	12 titles	15 titles	25 titles
Over 250 students	10 + titles	20 + titles	30 + titles	40 + titles
Junior high school				
1-250 students	12 titles	25 titles	35 titles	50 titles
Over 250 students	25 + titles	50 + titles	75 + titles	100 + titles
High school				
1-250 students	20 titles	40 titles	60 titles	75 titles
Over 250 students	30 + titles with duplication of titles and indexes as required	60 + titles with duplication of titles and indexes as required	80 + titles with duplication of titles and indexes as required	125 + titles with duplication of titles and indexes as required
C. Newspapers				
All schools	1 metropolitan newspaper plus 1 local newspaper	1 metropolitan newspaper plus all local newspapers	2 metropolitan newspapers (one national and 1 Salt Lake newspaper plus all local newspapers	3 metropolitan newspapers (two national and one Salt Lake newspaper) plus all local newspapers

APPENDIX C

THE SCHOOL INSTRUCTIONAL MEDIA CENTER

The School

INSTRUCTIONAL MEDIA CENTER

78

UTAH STATE BOARD OF EDUCATION
OFFICE OF THE STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION
T. H. BELL, SUPERINTENDENT
LERUE WINGET, DEPUTY SUPERINTENDENT

INSTRUCTIONAL MEDIA DIVISION
LEROY R. LINDEMAN, ADMINISTRATOR
SALT LAKE CITY
1969

11-69-1000

IN RECENT YEARS...

The emphasis in education has been changing to meeting the needs of the individual. If this is to be accomplished there must be a rich variety of resources readily available. Can instruction be individualized if only one book is available--the same book for each pupil regardless of his interest or ability? Can critical thinking be developed or can the varying esthetic needs of individual pupils be met if only one view point is available for examination?

Also, there must be additional resources beyond the book. Research and experience indicate that pupils learn in many different ways. Some learn more rapidly with printed symbols, others learn more readily with pictures. For some an aural approach is better and for others the tactile sense provides the most rewarding experience. Also, some concepts are more easily demonstrated and understood by being able to study in detail a static object. Other concepts require motion to most clearly convey their meaning.

In an attempt to meet these needs, the Instructional Media concept has developed. It includes a facility in each school where materials and equipment are housed and where provisions are made for individuals and groups to experience and learn. It is most commonly called an Instructional Media Center. Many educators in Utah and across the nation believe it offers much in the way of enhancing and facilitating the learning process.

The Purpose of the IMC

FACILITIES FOR

LARGE GROUP INSTRUCTION

A place where a group of several pupils can work together without disturbing others

SMALL GROUP WORK

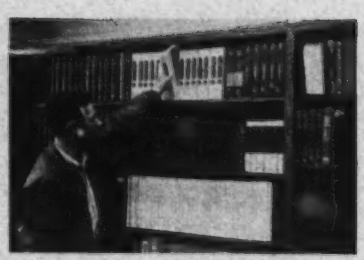
Space for two to five persons for committee work

INDIVIDUALIZED STUDY

Where each boy and girl can work independently

RESEARCH

In greater depth than ever before

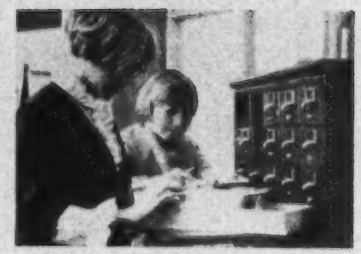


PRODUCTION

Of materials not otherwise available

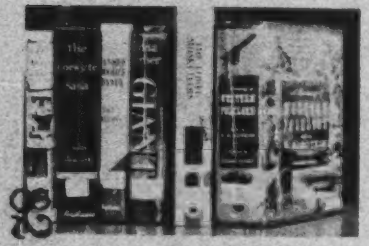
LOCATING ALL RESOURCES

The key to the center



Facilities

MATERIALS COLLECTIONS

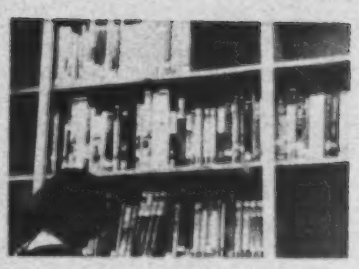


BOOKS

45 books per student for schools (1-250). For schools with more than 250 students, it should have 6,000 to 10,000 titles, representing 10,000 volumes or 15 volumes per student, whichever is greater

FICTION

A wide variety of types and reading difficulty



NONFICTION

Covering all subject areas in varying reading levels

PERIODICALS & PAMPHLETS

For schools with a student body of less than 250, 25 titles. For schools with more than this, 40-45 titles. (Includes adult periodicals for teachers). Pamphlets, clippings, and ephemeral materials appropriate to the curriculum and for other interests of students.

MOTION PICTURES

Range of from 10 to 25 film bookings per teacher station per year. Basic collection of 8mm single concept films on all subject areas and ability levels.

RECORDINGS - TAPE & DISC

For schools of 1-250 a basic collection of 300 plus 3 additional titles per teaching station exclusive of language laboratory materials. For schools larger than 250, 1,000-2,000 titles representing 3,000 records or tapes, or 6 per student, whichever is greater. The number of titles is to be increased in larger collections.

FLAT PICTURES

Individual study prints and other pictures for the picture and vertical file collections, including materials prepared by teachers and students.

Materials

FILMSTRIPS & SLIDE SETS

Schools of 1-250 students--300 filmstrips or 3 prints per pupil. Schools of over 250, 500 to 1,000 titles or 3 prints per pupil. 8mm film collections should be based on the standard of 1 1/2 films per student with at least 500 titles. 2,000 slides all sizes produced commercially or by students and teachers.

OVERHEAD TRANSPARENCIES

Basic collection on all subject areas and ability levels in addition to teachers own collections.

MAPS, GLOBES, CHARTS, & GRAPHS

One globe in each classroom and one in the media center with more as needed. One map on each region studies and special maps (economic, weather, historical, and others) for each area studies.

MODELS & MOCK-UPS

For individual as well as group study

REALIA

Printed, electronic, and other forms of programmed materials to be made available. Models, dioramas, replicas, and other types of realia to be made available.

RECORDED VIDEO TAPES

An item for the future - but not too distant future!

PERSONNEL

PROFESSIONAL

Personnel to work as a member of the educational team

To plan with teachers

To help students

To keep the professional team informal

Recommended
1 per 400 students or major portion thereof

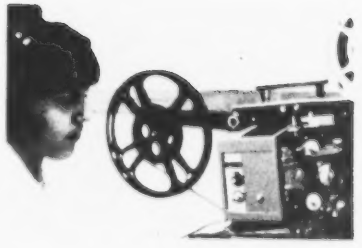
TECHNICAL & CLERICAL

For the important but nonprofessional tasks

Artwork and cataloging

Typing and circulation

Equipment management



Recommended
1 per 400 students
But only to assist professional personnel
already employed.

APPENDIX D

BASIC DISTRICT MEDIA PROJECT PROPOSAL

FIRST YEAR

UTAH STATE BOARD OF EDUCATION
Office of the State Superintendent
of Public Instruction
Instructional Media Division
LeRoy R. Lindeman, Administrator
Salt Lake City, Utah 84111

BASIC DISTRICT MEDIA PROJECT PROPOSAL

First Year
State Media Improvement Funds
Title II ESEA
Title III NDEA
(Submit in Duplicate)

Indicate by a check opposite the appropriate designation the type or types of schools included in this project:

☐ Public ☐ Private ☐ Public & Private

District	Media Director	Date Submitted	Fiscal Year

1. State role and mission of district media subsystem.

SBEU 0540
3/71 100

II. Provide evidence of the needs of your schools in the media field by completing SBEU Form #0523 for each school. (Use black color to indicate where you are now.)

III. Indicate on same SBEU Forms (#0523) local school objectives on a five-year and one-years' basis. (Use red to indicate one year and blue to indicate five year objectives.)

IV. Indicate district (1) current status, (2) objectives (five-year goals), and (3) priorities (first year objectives) by completing SBEU Form #0522 for each of these categories.

V. Indicate whether or not district has considered alternate strategies for meeting first year objectives.

☐ Yes ☐ No

(These should be written and on file for examination at time of program audit.)

VI. Indicate professional resources available to facilitate program improvement in addition to media personnel.

_____	Superintendent	_____	Subject Area Supervisor(s)
_____	Assistant Superintendent	_____	Principal
_____	Curriculum Director	_____	Other (specify)
_____	General Supervisor		

VII. Analyze curriculum areas (our state specialists would be happy to assist you in their respective fields) and complete SBEU Forms #0570 for those areas needing greatest attention in-so-far as materials and equipment are concerned.

SBEU 0540
3/71 100

VIII. Schedule of Events

Outline the strategy(ies) sequentially which you have selected for achieving your districts' first year media goals showing major tasks, responsible person, and time schedule. (Use additional sheets as necessary.)

A. Major Events B. Responsible Person C. Initiative Date D. Completion Date

SBEU 0540
3/71 100

IX. Complete SBEU Form #0580 showing proposed media expenditures by category and fund.

X. Indicate what evaluative methods you will use to determine your districts' success in addition to those listed below:

1. Continuous monitoring of schedule of events.

2. Completion of SBEU Form 0523 by each school annually and analysis of progress (which objectives did we reach, which ones didn't we reach and why.)

3. Completion of SBEU Form 0522 annually with analysis of progress.

4. Others: Please Specify

XI. ASSURANCES

A. Pupils and teachers of private schools which are organized on a basis comparable to public schools which comply with minimum certification requirements and compulsory attendance laws will have equal access to materials purchased under Title II of ESEA. The following arrangements have been made in our district to implement this provision. (See regulations in Guidelines)

B. Funds made available under Title II of ESEA will be so used as to supplement and, to the extent practical, increase the level of funds that would ordinarily be made available, and in no case supplant such funds.

C. Funds made available under Title II of ESEA shall not be expended for secular educational purposes or used for instruction in religious worship in private or public schools.

D. Funds made available under Title II of ESEA shall not supplant or replace those of the local public library system. The relationship between the local public library system and our school units is as follows:

E. Materials which shall be purchased with funds of Title II ESEA are on the approved list for use by public elementary and secondary schools in the district and on the approved lists when so provided by the state.

F. All materials purchased under Title II of ESEA shall be marked plainly: "Title II ESEA" and it shall be clearly indicated as "Title II ESEA" materials on the respective inventory cards.

G. The District Board of Education agrees to provide matching funds for the Title III NDEA projects listed according to the equalization ratio determined by the State Department of Public Instruction.

H. A complete inventory by item is maintained by school and SBEU Form 0563 is completed annually, filed with the district office, and available for examination on request.

I hereby certify that this project is in keeping with instructional goals for our schools; that plans for inservice development will be promoted; that the equipment and materials purchased for this project will be used for program improvement according to the provisions of the National Defense Education Act, Title II ESEA, and the State Guidelines for Media Improvement and that there shall be no discrimination against nor limitation placed upon students in this school because of race, color, creed, or national origin and that the schools of this district operate in full compliance with requirements of Title VI of the Civil Rights Act of 1964.

_____ Date

_____ Signature of Superintendent

Enclosures: District Media Profile SBEU 0522 (6 copies-2 for each category)
Needed Title III NDEA SBEU 0570 (2 copies of each)
Proposed Media Budget SBEU 0580 (2 copies)
School Media Profiles SBEU 0523 (1 copy from each school both public and private)

APPENDIX E

PROGRAM TO DEVELOP AN INTEGRATED MEDIA SUBSYSTEM

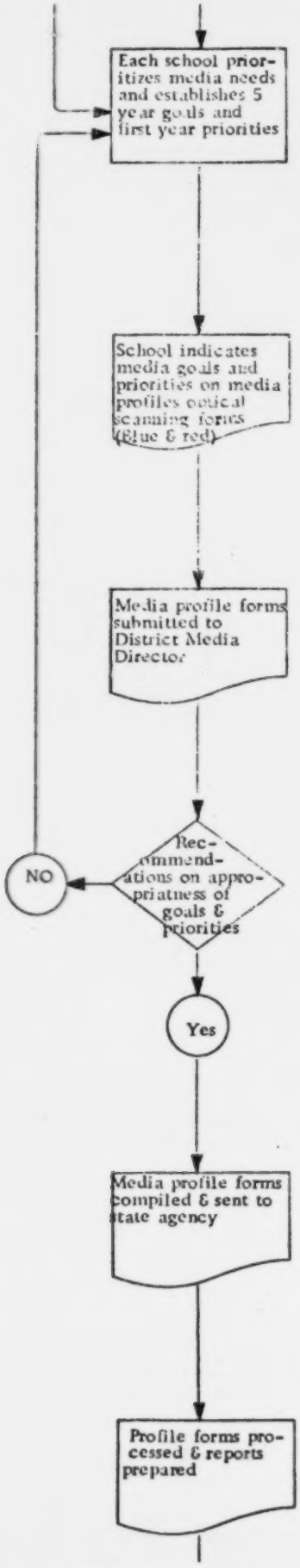
APPENDIX E

PROGRAM TO DEVELOP AN INTEGRATED MEDIA SUBSYSTEM

PROGRAM TO DEVELOP AN INTEGRATED MEDIA SUBSYSTEM

NOVEMBER 1971

	Procedures	Notes
1.	District appoints district level Media Director	Gives district leadership to Program. Coordinates with State Media Division.
2.	District appoints district level Media Advisory Committee	dvises Media Director on program. Suggested membership: District Media Director - Chairman 2 plus District level Curriculum persons (Science Specialist recommended as o... 1 Sec. Principal 1 Elem. Principal 1 Sec. School Media Coordinator 1 Elem. School Media Coordinator
3.	Meeting with school principals and Media Coordinators	Introduces program in schools
4.	Each school conducts needs study	Determines resources needed by various programs to accomplish their goals.
	Schools complete media profile optical scanning form (green)	Determines current status of school media subsystem. Enter this status on green (optical scanning form) media profile schools. May also use form 0523 if they wish


5.
Each school prioritizes media needs and establishes 5 year goals and first year priorities
School indicates media goals and priorities on media profiles optical scanning forms (Blue & red)
6.
Media profile forms submitted to District Media Director
7.
Recommendations on appropriatness of goals & priorities
NO
Yes
8.
Media profile forms compiled & sent to state agency
9.
Profile forms processed & reports prepared

Prioritizes what is needed in way of media, laboratory equipment, etc. to implement educational goals.

Establishes media goals (Where we want to be in 5 years)

Identifies first year media priorities (Where we want to be in one year)

Five year goals are entered on blue school media profile optical scanning form.

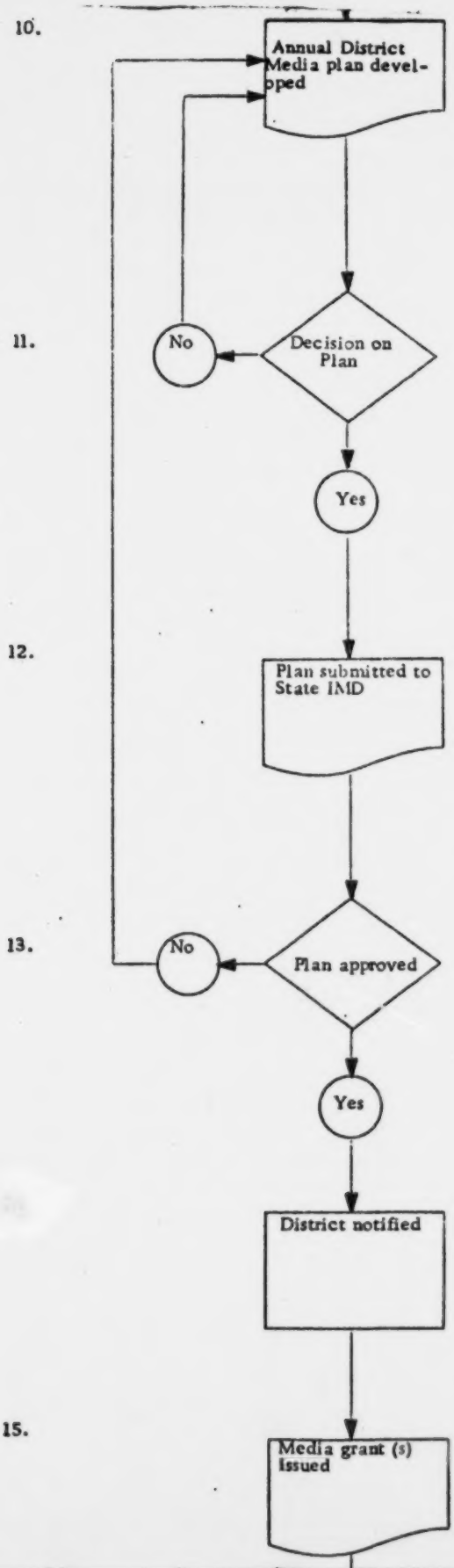
One year priorities are entered on red school media profile optical scanning form.

1 copy of each optical scanning form - (green, blue and red)

District Media Committee reviews proposals; negotiates revisions with schools

District Media Director sends school media profile forms to state lm division for processing. Do Not fold.

District media summary and individual school media profiles are printed out & returned to district.



Committee prepares district media plan (Project proposal USBE FORM 0541)

Superintendent approves or disapproves recommended plan

District Media Director submits plan. (As originally scheduled with IMD and then by 1 April each year thereafter)

State IMD reviews plan, approves or returns to district Media Director for review, revision & resubmission

State Media Administrator notifies district of plan acceptance

State Media Administrator awards media grants as funds become available

16.

Plan implement-ation
EVALUATION (January of each year)
Schools complete media profile
Schools explain any priority not met
Media profile and explanation given district media committee

Districts implement plan as funds become available

17.

District, under direction of Media Director, evaluates success of plan

APPENDIX F

SCHOOL MEDIA PROFILE

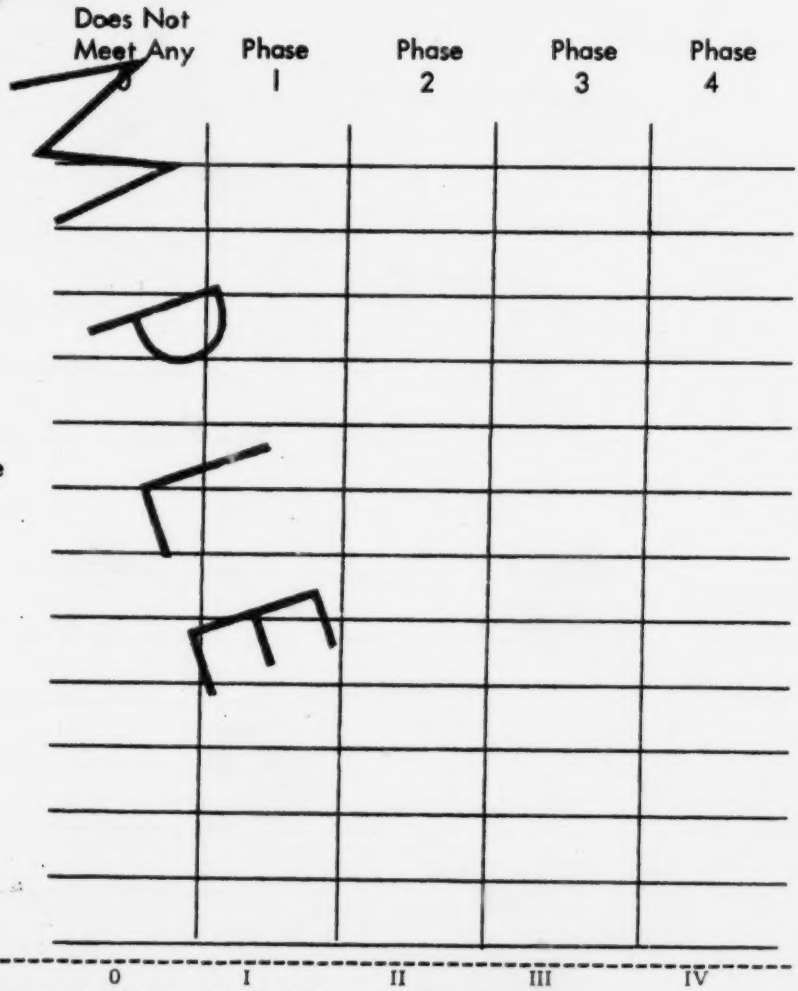
Utah State Board of Education
Office of the
State Superintendent of Public Instruction
Instructional Media Division
LeRoy R. Lindeman, Administrator
Salt Lake City, Utah 84111

SCHOOL MEDIA PROFILE

School _____ District _____ Date _____

Number of Students Enrolled _____ Principal _____ Professional Media Coordinator _____

Rate yourself. Indicate with a dot under the highest phase which your school reaches completely. Then connect dots with a line for your media profile.



Paste page 2 even with this line

C-2-a	Scheduling Students	
C-2-b	Sched. Prof. Media Persons	
II. PERSONNEL		
A-1	Number Professionals	
A-2	Management Functions	
A-3	Utilization Functions	
A-4	Clerical & Technical Func.	
A-5	Certification	
B-1	Number Tech. & Clerical	
B-2	Utilization Functions	
B-3	Clerical & Technical Func.	
III. FACILITIES		
A	Display & Circulating Areas	
B-1	Size	
B-2-a	Power	
B-2-b	Carrels	
B-2-c	Equipped	
C-1	Group Viewing & Listening	
C-2	Conference Rooms	
C-3	Large Classroom	
D	Production Area	
E	Equipment Storage	
F	Work Area	
G	Professional Area	
H	Office Space	
IV EQUIPMENT		
A	16mm Projector	

0 I II III IV

Paste page 3 even with this line

		0	I	II	III	IV
B	8mm Projector					
C	2 X 2 Slide Proj., Rem. C.					
D	Filmstrip Or Comb. Proj.					
E	10 X 10 Overhead Projector					
F	Opaque Projector					
G	Filmstrip Viewers					
H	2 X 2 Slide Viewer					
I	TV Receiver					
J	Micro-Projector					
K	Record Player					
L	Audio Tape Players					
M	Audio Tape Recorders					
N	Listening Stations					
O	Projection Cart					
P	Proj. Screens For Group V					
Q	Radio Receiver (AM-FM)					
R	Copying Machine					
S	Duplicating Machine					
T	Light Control					
U	Video Tape Recorder					
V-1	Dry Mount Press					
V-2	Paper Cutter					
V-3	Transparency Equipment					
V-4	Rapid Process Camera					
V-5	Primary Typewriter					

Paste page 4 even with this line

		0	I	II	III	IV
V-6	Copy Camera					
V-7	35mm Camera					
V-8	Film Rewind					
V-9	Filmsplicer					
V-10	Tape splicer					
V-11	Mechanical Lettering Device					
V	MATERIALS					
A	Books (Non-Text)					
B	Magazines					
C	Newspapers					
D	Pamph., Clip., & Eph. Mat.					
E	Filmstrips					
F	8mm Films					
G	16mm Films & Video Rec.					
H	Tape & Disc Audio Rec.					
I	Slides					
J	Study Prints					
K	Art Prints					
L	Globes					
M	O.H. Transparen./Masters					
N	Prof. Coll., Books					
O	Prof. Coll., Magazines					
P	Prof. Coll., Guides					

SBEU 0523
3/71 1,500

APPENDIX G

BASIC DISTRICT MEDIA PROJECT PROPOSAL

CONTINUING

UTAH STATE BOARD OF EDUCATION
Office of the State Superintendent
of Public Instruction
Instructional Media Division
LeRoy R. Lindeman, Administrator
Salt Lake City, Utah 84111

BASIC DISTRICT MEDIA PROJECT PROPOSAL
Continuing
State Media Improvement Funds
Title II ESEA
Title III NDEA
(Submit in Duplicate)

Indicate by a check opposite the appropriate designation the type or types of schools included in this project:

☐ Public ☐ Public & Private

District	Media Director	Date Submitted	Fiscal Year

1. State role and mission of district media subsystem.

USBE 0540
11/71 - 50

II. Indicate current status of your schools in the media field by completing a school media profile on green optical scanning school media profile form for each school.

III. Submit this completed form from each school to the State Media Division for processing and printing of School and District Media Progress reports.

IV. Analyze the results of these reports with each of your schools. Have schools indicate reasons (if any) for not reaching annual priorities.

V. Complete and attach to this report an analysis of district media progress report including an analysis of district annual priorities not reached.

VI. Analyze curriculum areas (our state specialists will be happy to assist you in their respective fields) and complete USBE forms #0570 (Title III NDEA) for those areas needing greatest attention in-so-far as materials and equipment are concerned.

VII. Have schools establish next years priorities and 5-year goals. Indicate these on optical scanning school media profile forms. (Red - 1-year priorities and Blue - 5-year goals.)

VIII. Submit red and blue media profile forms to State Media Division for processing and completion of school media profiles and district media summary.

IX. Consider possible strategies for meeting annual priorities.

Indicate whether or not district has considered alternate strategies for meeting annual priorities.

☐ Yes ☐ No

(These should be written and on file for examination at time of program audit.)

X. Schedule of Events

Outline the strategy(ies) sequentially which you have selected for achieving your districts' annual media priorities showing major tasks, responsible person, and time schedule. (Use additional sheets as necessary.)

A. Major Events B. Responsible Person C. Initiation Day D. Completion Date

XI. Complete school district media budget (USBE Form #0580) showing proposed media expenditures by category and fund.

XII. Indicate what evaluative methods you will use to determine your districts' success in addition to those listed below:

1. Continuous monitoring of schedule of events.

2. Completion of school media profiles by each school annually and analysis of progress (which objectives did we reach, which ones didn't we reach and why.)

3. Completion of district media summary annually with analysis of progress.

4. Others: Please Specify.

XIII. ASSURANCES

A. Pupils and teachers of private schools which are organized on a basis comparable to public schools which comply with minimum certification requirements and compulsory attendance laws will have equal access to materials purchased under Title II of ESEA. The following arrangements have been made in our district to implement this provision. (See regulations in Guidelines.)

B. Funds made available under Title II of ESEA will be so used as to supplement and, to the extent practical, increase the level of funds that would ordinarily be made available, and in no case supplant such funds.

C. Funds made available under Title II of ESEA shall not be expended for secular educational purposes or used for instruction in religious worship in private or public schools.

D. Funds made available under Title II of ESEA shall not supplant or replace those of the local public library system. The relationship between the local public library system and our school units is as follows:

E. Materials which shall be purchased with funds of Title II ESEA are on the approved list for use by public elementary and secondary schools in the district and on the approved lists when so provided by the state.

F. All materials purchased under Title II of ESEA shall be marked plainly: "Title II ESEA" and it shall be clearly indicated as "Title II ESEA" materials on the respective inventory cards.

G. The District Board of Education agrees to provide matching funds for the Title III NDEA projects listed according to the equalization ratio determined by the State Department of Public Instruction.

H. A complete inventory by item is maintained by school and USBE Form 0563 is completed annually, filed with the district office, and available for examination on request.

I hereby certify that this project is in keeping with instructional goals for our schools; that plans for inservice development will be promoted; that the equipment and materials purchased for this project will be used for program improvement according to the provisions of the National Defense Education Act, Title II ESEA, and the State Guidelines for Media Improvement and that there shall be no discrimination against nor limitation placed upon students in this school because of race, color, creed, or national origin and that the schools of this district operate in full compliance with requirements of Title VI of the Civil Rights Act of 1964.

Date

Signature of Superintendent

Enclosures: District Media Progress Report (2 copies)
Analysis of District Media Progress Report (2 copies)
District Media Survey (2 copies)
Needed Title III NDEA USBE Forms 0570 (2 copies of each)
Proposed District Media Budget USBE 0580 (2 copies)

USBE 0540
11/71 50

APPENDIX H

PROGRAM FOR CONTINUED OPERATION OF AN INTEGRATED MEDIA SUBSYSTEM

PROGRAM FOR CONTINUED OPERATION OF AN INTEGRATED MEDIA SUBSYSTEM

November 1971

1. Schools complete media profile form (green) (January)

District, under direction of Media Director, evaluates success of plan

Schools enter current media status on green media profile optical scanning form.

2. Progress Compared

District collects green forms and sends to State Media Division. (Do Not Fold) State IMD processes forms and provides district with a comparative report by school and district. (Annual School Media Evaluation and Annual School District Evaluation Report)

3. Analysis of School Reports

Individual schools study reports. Note successes and failures and provide district with analysis of these results.

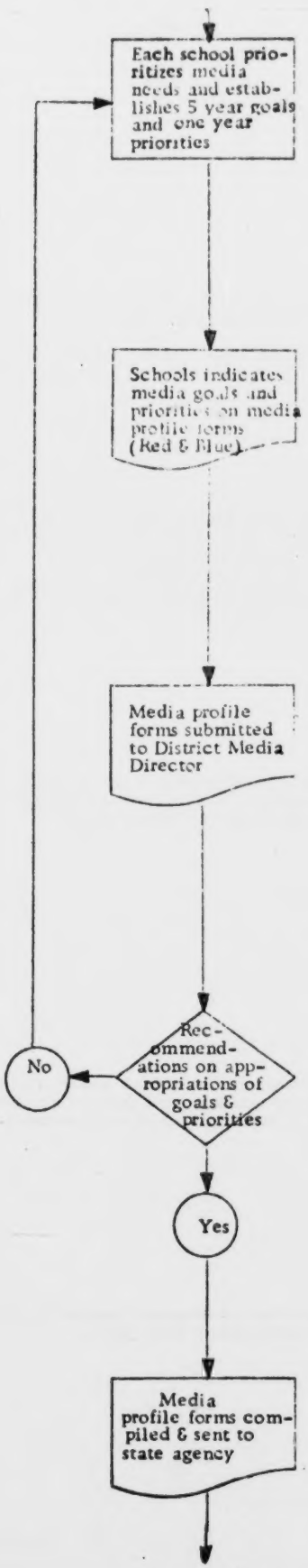
4. Analysis of District Report

District studies school and district reports. Notes successes and failures and provides a written analysis of these reports.

5. Each school conducts needs study (February)

Determines resources needed by various programs to accomplish their goals.

6.


Each school prioritizes media needs and establishes 5 year goals and one year priorities
Schools indicates media goals and priorities on media profile forms (Red & Blue)
7.
Media profile forms submitted to District Media Director
8.
Recommendations on appropriations of goals & priorities
No
Yes
9.
Media profile forms compiled & sent to state agency

Prioritizes what is needed in way of media, laboratory equipment, etc. to implement educational goals.

Establishes media goals (Where we want to be in 5 years)

Identifies one year media priorities (Where we want to be in one year)

Five year goals are entered on blue school media profile optical scanning form.

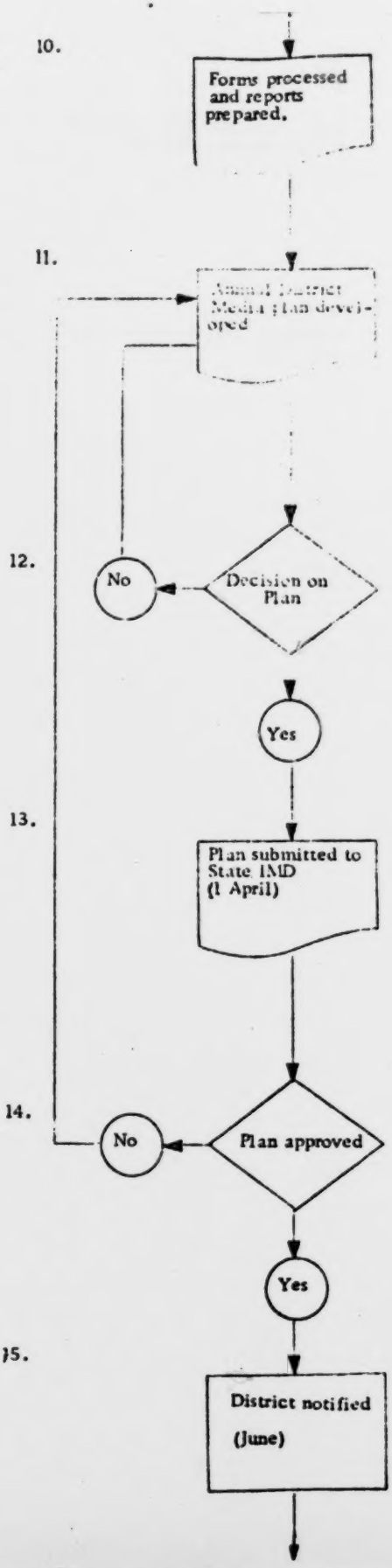
One year priorities are entered on red school media profile optical scanning form.

One copy of each form - green, blue and red.

District Media Committee reviews proposals; negotiates revisions with schools

District Media Director sends school media profile forms to state I.M. Division for processing. Do Not Fold.

(red, green, and blue forms)



District media summary and individual school media profiles are printed and returned to district.

Committee prepares district media plan (Project proposal USBE FORM 0541)

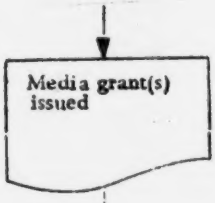
Superintendent approves or disapproves recommended plan.

District Media Director submits plan, by 1 April each year.

State IMD reviews plan, approves or returns to district Media Director for review, revision & resubmission

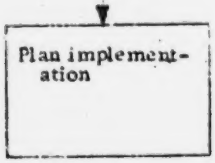
State Media Administrator notifies district of plan acceptance

16.



State Media Administrator awards media grants as funds become available

17.



Districts implement plan as funds become available

APPENDIX I

SCHOOL MEDIA PROFILE OPTICAL SCANNING FORMS

SCHOOL MEDIA PROFILE

PROFILE TYPE: (mark one)

Current Status	(Green form)
Priorities-1st yr. objectives	(Red form)
Goals-5 yr. objectives	(Blue form)

DISTRICT CODE

SCHOOL CODE

NUMBER OF STUDENTS ENROLLED

TO BE FILLED IN BY OPSCAN OPERATOR: LAST FORM

DATE: MO. DAY YR.

Directions: For each criterion indicate your school's status by darkening the bubble of the highest PHASE reached on the GREEN FORM. For each criterion indicate the PHASE representing the objective your school will attain in the period of time indicated. (First yr. Red form, 5th yr. Blue form).

I. PHILOSOPHY & PROGRAM

(School)

		PHASE
A	General	0 1 2 3 4
B-1	Selection	0 1 2 3 4
B-2	Weeding	0 1 2 3 4
B-3	Circulation	0 1 2 3 4
B-4-a	Names of Facility	0 1 2 3 4
B-4-b	Professional Person's Title	0 1 2 3 4
B-5	Inventory	0 1 2 3 4
B-6	Location of Materials	0 1 2 3 4
B-7	Card Catalog	0 1 2 3 4
C-1-a	Staff Utilization	0 1 2 3 4
C-1-b	Student Utilization	0 1 2 3 4
C-1-c	Extent of Use	0 1 2 3 4
C-1-d	Hours	0 1 2 3 4
C-2-a	Scheduling Students	0 1 2 3 4
C-2-b	Sched. Prof. Media Persons	0 1 2 3 4
		0 1 2 3 4

II. PERSONNEL

(District)

A-1	Number of Professionals	0 1 2 3 4
A-2	Management Functions	0 1 2 3 4
A-3	Utilization Functions	0 1 2 3 4
A-4	Clerical & Technical Functions	0 1 2 3 4
A-5	Certification	0 1 2 3 4
B-1	Number Tech. & Clerical	0 1 2 3 4
B-2	Utilization Functions	0 1 2 3 4
B-3	Clerical & Technical Func.	0 1 2 3 4
		0 1 2 3 4

III. FACILITIES

A	Display & Circulation Areas	0 1 2 3 4
B-1	Size	0 1 2 3 4
B-2-a	Power	0 1 2 3 4
B-2-b	Carrels	0 1 2 3 4
B-2-c	Equipped	0 1 2 3 4
C-1	Group Viewing & Listening	0 1 2 3 4
C-2	Conference Rooms	0 1 2 3 4
C-3	Large Classroom	0 1 2 3 4
D	Production Area	0 1 2 3 4
E	Equipment Storage	0 1 2 3 4
F	Work Area	0 1 2 3 4
G	Professional Area	0 1 2 3 4
H	Office Space	0 1 2 3 4
		0 1 2 3 4

IV. EQUIPMENT

(Principal)

A	16mm Projector	0 1 2 3 4
B	8mm Projector	0 1 2 3 4
C	2 x 2 Slide Proj., Rem. C.	0 1 2 3 4
D	Filmstrip or Comb. Proj.	0 1 2 3 4
E	10 x 10 Overhead Projector	0 1 2 3 4
F	Opaque Projector	0 1 2 3 4
G	Filmstrip Viewers	0 1 2 3 4
H	2 x 2 Slide Viewer	0 1 2 3 4
I	TV Receiver	0 1 2 3 4
J	Micro-Projector	0 1 2 3 4
K	Record Player	0 1 2 3 4
L	Audio Tape Players	0 1 2 3 4
M	Audio Tape Recorders	0 1 2 3 4
N	Listening Stations	0 1 2 3 4
O	Projection Cart	0 1 2 3 4
P	Projection Screens	0 1 2 3 4
Q	Radio Receiver (AM-FM)	0 1 2 3 4
R	Copying Machine	0 1 2 3 4
S	Duplicating Machine	0 1 2 3 4
T	Light Control	0 1 2 3 4
U	Video Tape Recorder	0 1 2 3 4
V-1	Dry Mount Press	0 1 2 3 4
V-2	Paper Cutter	0 1 2 3 4
V-3	Transparency Equipment	0 1 2 3 4
V-4	Rapid Process Camera	0 1 2 3 4
V-5	Primary Typewriter	0 1 2 3 4
V-6	Copy Camera	0 1 2 3 4
V-7	35mm Camera	0 1 2 3 4
V-8	Film Rewind	0 1 2 3 4
V-9	Film Splicers	0 1 2 3 4
V-10	Tape Splicer	0 1 2 3 4
V-11	Mechanical Lettering Device	0 1 2 3 4
		0 1 2 3 4

V. MATERIALS

A	Books (Non-Text)	0 1 2 3 4
B	Magazines	0 1 2 3 4
C	Newspapers	0 1 2 3 4
D	Pamph., Clip., & Eph. Mat.	0 1 2 3 4
E	Filmstrips	0 1 2 3 4
F	8mm Films	0 1 2 3 4
G	16mm Films & Video Rec.	0 1 2 3 4
H	Tape & Disc Audio Rec.	0 1 2 3 4
I	Slides	0 1 2 3 4
J	Study Prints	0 1 2 3 4
K	Art Prints	0 1 2 3 4
L	Globes	0 1 2 3 4
M	O.H. Transparen./Masters	0 1 2 3 4
N	Prof. Coll., Books	0 1 2 3 4
O	Prof. Coll., Magazines	0 1 2 3 4
P	Prof. Coll., Guides	0 1 2 3 4

SCHOOL MEDIA PROFILE

PROFILE TYPE: (mark one)

Current Status	(Green form)
Priorities-1st yr. objectives	(Red form)
Goals-5 yr. objectives	(Blue form)

DISTRICT CODE

SCHOOL CODE

NUMBER OF STUDENTS ENROLLED

TO BE FILLED IN BY OPSCAN OPERATOR: LAST FORM

DATE: MO. DAY YR.

Directions: For each criterion indicate your school's status by darkening the bubble of the highest PHASE reached on the GREEN FORM. For each criterion indicate the PHASE representing the objective your school will attain in the period of time indicated. (First yr. Red form, 5th yr. Blue form).

I. PHILOSOPHY & PROGRAM

(School)

		PHASE
A	General	0 1 2 3 4
B-1	Selection	0 1 2 3 4
B-2	Weeding	0 1 2 3 4
B-3	Circulation	0 1 2 3 4
B-4-a	Names of Facility	0 1 2 3 4
B-4-b	Professional Person's Title	0 1 2 3 4
B-5	Inventory	0 1 2 3 4
B-6	Location of Materials	0 1 2 3 4
B-7	Card Catalog	0 1 2 3 4
C-1-a	Staff Utilization	0 1 2 3 4
C-1-b	Student Utilization	0 1 2 3 4
C-1-c	Extent of Use	0 1 2 3 4
C-1-d	Hours	0 1 2 3 4
C-2-a	Scheduling Students	0 1 2 3 4
C-2-b	Sched. Prof. Media Persons	0 1 2 3 4

II. PERSONNEL

(District)

A-1	Number of Professionals	0 1 2 3 4
A-2	Management Functions	0 1 2 3 4
A-3	Utilization Functions	0 1 2 3 4
A-4	Clerical & Technical Functions	0 1 2 3 4
A-5	Certification	0 1 2 3 4
B-1	Number Tech. & Clerical	0 1 2 3 4
B-2	Utilization Functions	0 1 2 3 4
B-3	Clerical & Technical Func.	0 1 2 3 4

III. FACILITIES

A	Display & Circulation Areas	0 1 2 3 4
B-1	Size	0 1 2 3 4
B-2-a	Power	0 1 2 3 4
B-2-b	Carrels	0 1 2 3 4
B-2-c	Equipped	0 1 2 3 4
C-1	Group Viewing & Listening	0 1 2 3 4
C-2	Conference Rooms	0 1 2 3 4
C-3	Large Classroom	0 1 2 3 4
D	Production Area	0 1 2 3 4
E	Equipment Storage	0 1 2 3 4
F	Work Area	0 1 2 3 4
G	Professional Area	0 1 2 3 4
H	Office Space	0 1 2 3 4

IV. EQUIPMENT

(Principal)

A	16mm Projector	0 1 2 3 4
B	8mm Projector	0 1 2 3 4
C	2 x 2 Slide Proj., Rem. C.	0 1 2 3 4
D	Filmstrip or Comb. Proj.	0 1 2 3 4
E	10 x 10 Overhead Projector	0 1 2 3 4
F	Opaque Projector	0 1 2 3 4
G	Filmstrip Viewers	0 1 2 3 4
H	2 x 2 Slide Viewer	0 1 2 3 4
I	TV Receiver	0 1 2 3 4
J	Micro-Projector	0 1 2 3 4
K	Record Player	0 1 2 3 4
L	Audio Tape Players	0 1 2 3 4
M	Audio Tape Recorders	0 1 2 3 4
N	Listening Stations	0 1 2 3 4
O	Projection Cart	0 1 2 3 4
P	Projection Screens	0 1 2 3 4
Q	Radio Receiver (AM-FM)	0 1 2 3 4
R	Copying Machine	0 1 2 3 4
S	Duplicating Machine	0 1 2 3 4
T	Light Control	0 1 2 3 4
U	Video Tape Recorder	0 1 2 3 4
V-1	Dry Mount Press	0 1 2 3 4
V-2	Paper Cutter	0 1 2 3 4
V-3	Transparency Equipment	0 1 2 3 4
V-4	Rapid Process Camera	0 1 2 3 4
V-5	Primary Typewriter	0 1 2 3 4
V-6	Copy Camera	0 1 2 3 4
V-7	35mm Camera	0 1 2 3 4
V-8	Film Rewind	0 1 2 3 4
V-9	Film Splicers	0 1 2 3 4
V-10	Tape Splicer	0 1 2 3 4
V-11	Mechanical Lettering Device	0 1 2 3 4

V. MATERIALS

A	Books (Non-Text)	0 1 2 3 4
B	Magazines	0 1 2 3 4
C	Newspapers	0 1 2 3 4
D	Pamph., Clip., & Eph. Mat.	0 1 2 3 4
E	Filmstrips	0 1 2 3 4
F	8mm Films	0 1 2 3 4
G	16mm Films & Video Rec.	0 1 2 3 4
H	Tape & Disc Audio Rec.	0 1 2 3 4
I	Slides	0 1 2 3 4
J	Study Prints	0 1 2 3 4
K	Art Prints	0 1 2 3 4
L	Globes	0 1 2 3 4
M	O.H. Transparen./Masters	0 1 2 3 4
N	Prof. Coll., Books	0 1 2 3 4
O	Prof. Coll., Magazines	0 1 2 3 4
P	Prof. Coll., Guides	0 1 2 3 4

SCHOOL MEDIA PROFILE

PROFILE TYPE: (mark one)

Current Status	(Green form)
Priorities-1st yr. objectives	(Red form)
Goals-5 yr. objectives	(Blue form)

NUMBER OF STUDENTS ENROLLED

DISTRICT CODE

SCHOOL CODE

TO BE FILLED IN BY OPSCAN OPERATOR: LAST FORM

DATE: MO. DAY YR.

Directions: For each criterion indicate your school's status by darkening the bubble of the highest PHASE reached on the GREEN FORM. For each criterion indicate the PHASE representing the objective your school will attain in the period of time indicated. (First yr. Red form, 5th yr. Blue form).

(School)

I. PHILOSOPHY & PROGRAM

		PHASE
A	General	0 1 2 3 4
B-1	Selection	0 1 2 3 4
B-2	Weeding	0 1 2 3 4
B-3	Circulation	0 1 2 3 4
B-4-a	Names of Facility	0 1 2 3 4
B-4-b	Professional Person's Title	0 1 2 3 4
B-5	Inventory	0 1 2 3 4
B-6	Location of Materials	0 1 2 3 4
B-7	Card Catalog	0 1 2 3 4
C-1-a	Staff Utilization	0 1 2 3 4
C-1-b	Student Utilization	0 1 2 3 4
C-1-c	Extent of Use	0 1 2 3 4
C-1-d	Hours	0 1 2 3 4
C-2-a	Scheduling Students	0 1 2 3 4
C-2-b	Sched. Prof. Media Persons	0 1 2 3 4
		0 1 2 3 4

(District)

II. PERSONNEL

A-1	Number of Professionals	0 1 2 3 4
A-2	Management Functions	0 1 2 3 4
A-3	Utilization Functions	0 1 2 3 4
A-4	Clerical & Technical Functions	0 1 2 3 4
A-5	Certification	0 1 2 3 4
B-1	Number Tech. & Clerical	0 1 2 3 4
B-2	Utilization Functions	0 1 2 3 4
B-3	Clerical & Technical Func.	0 1 2 3 4
		0 1 2 3 4

III. FACILITIES

A	Display & Circulation Areas	0 1 2 3 4
B-1	Size	0 1 2 3 4
B-2-a	Power	0 1 2 3 4
B-2-b	Carrels	0 1 2 3 4
B-2-c	Equipped	0 1 2 3 4
C-1	Group Viewing & Listening	0 1 2 3 4
C-2	Conference Rooms	0 1 2 3 4
C-3	Large Classroom	0 1 2 3 4
D	Production Area	0 1 2 3 4
E	Equipment Storage	0 1 2 3 4
F	Work Area	0 1 2 3 4
G	Professional Area	0 1 2 3 4
H	Office Space	0 1 2 3 4
		0 1 2 3 4

(Principal)

IV. EQUIPMENT

A	16mm Projector	0 1 2 3 4
B	8mm Projector	0 1 2 3 4
C	2 x 2 Slide Proj., Rem. Cont.	0 1 2 3 4
D	Filmstrip or Comb. Proj.	0 1 2 3 4
E	10 x 10 Overhead Projector	0 1 2 3 4
F	Opaque Projector	0 1 2 3 4
G	Filmstrip Viewers	0 1 2 3 4
H	2 x 2 Slide Viewer	0 1 2 3 4
I	TV Receiver	0 1 2 3 4
J	Micro-Projector	0 1 2 3 4
K	Record Player	0 1 2 3 4
L	Audio Tape Players	0 1 2 3 4
M	Audio Tape Recorders	0 1 2 3 4
N	Listening Stations	0 1 2 3 4
O	Projection Cart	0 1 2 3 4
P	Projection Screens	0 1 2 3 4
Q	Radio Receiver (AM-FM)	0 1 2 3 4
R	Copying Machine	0 1 2 3 4
S	Duplicating Machine	0 1 2 3 4
T	Light Control	0 1 2 3 4
U	Video Tape Recorder	0 1 2 3 4
V-1	Dry Mount Press	0 1 2 3 4
V-2	Paper Cutter	0 1 2 3 4
V-3	Transparency Equipment	0 1 2 3 4
V-4	Rapid Process Camera	0 1 2 3 4
V-5	Primary Typewriter	0 1 2 3 4
V-6	Copy Camera	0 1 2 3 4
V-7	35mm Camera	0 1 2 3 4
V-8	Film Rewind	0 1 2 3 4
V-9	Film Splicers	0 1 2 3 4
V-10	Tape Splicer	0 1 2 3 4
V-11	Mechanical Lettering Device	0 1 2 3 4
		0 1 2 3 4

V. MATERIALS

A	Books (Non-Text)	0 1 2 3 4
B	Magazines	0 1 2 3 4
C	Newspapers	0 1 2 3 4
D	Pamph., Clip., & Eph. Mat.	0 1 2 3 4
E	Filmstrips	0 1 2 3 4
F	8mm Films	0 1 2 3 4
G	16mm Films & Video Rec.	0 1 2 3 4
H	Tape & Disc Audio Rec.	0 1 2 3 4
I	Slides	0 1 2 3 4
J	Study Prints	0 1 2 3 4
K	Art Prints	0 1 2 3 4
L	Globes	0 1 2 3 4
M	O.H. Transparen./Masters	0 1 2 3 4
N	Prof. Coll., Books	0 1 2 3 4
O	Prof. Coll., Magazines	0 1 2 3 4
P	Prof. Coll., Guides	0 1 2 3 4
		0 1 2 3 4

APPENDIX J

SCHOOL MEDIA PROFILE

COMPUTER FORM

SCHOOL MEDIA PROFILE

517 ENROLLED

DATE: 12/21/71

	CURRENT STATUS					FIRST YEAR (ANNUAL) PRIORITY					FIVE YEAR GOAL				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
I. PHILOSOPHY AND PROGRAM															
A GENERAL	X							X							X
B1 SELECTION		X						X						X	
B2 WEEDING		X						X						X	
B3 CIRCULATION		X						X							X
B4A NAMES OF FACILITY		X						X							X
B4B PROFESSNL PERSONS TITLE		X						X							X
B5 INVENTORY			X						X						X
B6 LOCATION OF MATERIALS			X						X						X
B7 CARD CATALOG		X						X							X
C1A STAFF UTILIZATION			X						X						X
C1B STUDENT UTILIZATION			X						X						X
C1C EXTENT OF USE		X						X						X	
C1D HOURS			X						X					X	
C2A SCHEDULING STUDENTS					X					X					X
C2B SCHED. PROF MEDIA PERSONS				X						X					

SAMPLE

121

APPENDIX K

DISTRICT MEDIA SUMMARY

COMPUTER FORM

** = 100 PERCENT

DISTRICT MEDIA SUMMARY

NUMBER OF ELEMENTARY SCHOOLS: 23 NUMBER OF SECONDARY SCHOOLS: 9 DATE: TE: 01/1

CURRENT ELEMENTARY SCHOOL ENROLLMENT 14886 CURRENT SECONDARY SCHOOL ENROLLMENT 16723

	ANNUAL PRIORITY										CURRENT STATUS										DEGREE OF ACHIEVEMENT	ANALYSIS
	0		1		2		3		4		0		1		2		3		4			
	N	%	N	%	N	%	N	%	N	%	AVG	N	%	N	%	N	%	N	%	AVG		
I. PHILOSOPHY AND PROGRAM																						
A GENERAL	0/ 0		1/ 3		8/25		16/50		4/12		2.8	0/ 0		4/12		9/28		16/50		3/ 9	2.6	-0.2
B1 SELECTION	0/ 0		4/12		18/56		5/15		2/ 6		2.2	0/ 0		15/46		7/21		4/12		6/18	2.0	-0.2
B2 WEEDING	0/ 0		8/25		16/50		3/ 9		2/ 6		2.0	0/ 0		17/53		7/21		4/12		4/12	1.8	-0.2
B3 CIRCULATION	0/ 0		5/15		17/53		4/12		3/ 9		2.2	0/ 0		13/40		7/21		5/15		7/21	2.2	+0.0
B4A NAMES OF FACILITY	0/ 0		2/ 6		16/50		8/25		3/ 9		2.4	0/ 0		5/15		15/46		3/ 9		9/28	2.5	+0.1
B4B PROFESSNL PERSONS TITLE	0/ 0		4/12		17/53		5/15		3/ 9		2.2	/		8/25		11/34		7/21		6/18	2.3	+0.1
B5 INVENTORY	0/ 0		1/ 3		16/50		7/21		5/15		2.6	/		9/28		15/46		3/ 9		5/15	2.1	-0.5
B6 LOCATION OF MATERIALS	0/ 0		1/ 3		11/34		12/37		5/15		2.7	/		2/ 6		13/40		12/37		5/15	2.6	-0.1
B7 CARD CATALOG	0/ 0		0/ 0		13/40		5/15		11/34		2.9	/		4/12		13/31		4/12		14/43	2.9	+0.0
C1A STAFF UTILIZATION	1/ 3		8/25		16/50		4/12		0/ 0		1.8	0/ 0		14/43		10/31		4/12		4/12	1.9	+0.1
C1B STUDENT UTILIZATION	0/ 0		1/ 3		14/43		11/34		3/ 9		2.6	0/ 0		2/ 6		20/62		9/28		1/ 3	2.3	-0.3
C1C EXTENT OF USE	0/ 0		2/ 6		12/37		7/21		8/25		2.7	0/ 0		2/ 6		12/37		10/31		8/25	2.8	+0.1
C1D HOURS	0/ 0		4/12		14/43		10/31		1/ 3		2.3	0/ 0		4/12		23/71		3/ 9		2/ 6	2.1	-0.2
C2A SCHEDULING STUDENTS	0/ 0		1/ 3		2/ 6		7/21		19/59		3.5	0/ 0		1/ 3		4/12		7/21		20/62	3.4	-0.1
C2B SCHED. PROF MEDIA PERSONS	0/ 0		4/12		6/18		9/28		10/31		2.9	2/ 6		4/12		4/12		11/34		11/34	2.8	-0.1

SAMPLE

APPENDIX L

SCHOOL PROGRESS COMPARISON

COMPUTER FORM

1000 ENROLLED (CURRENTLY) DATE: 01/13/72

		ANNUAL PRIORITY					CURRENT STATUS					DEGREE OF ACHIEVEMENT	ANALYSIS
		0	1	2	3	4	0	1	2	3	4		
V.	MATERIALS												
A	BOOKS (NON-TEXT)					X					X	+0	
B	MAGAZINES				X					X		+0	
C	NEWSPAPERS		X							X		+2	
D	PAMPH., CLIP., & EPH.MAT.					X					X	+0	
E	FILMSTRIPS			X				X				-1	
F	8MM FILMS		X					X				+0	
G	16MM FILMS & VIDEO REC.				X					X		+0	
H	TAPE & DISC AUDIO REC.			X			X					-2	
I	SLIDES		X				X					-1	
J	STUDY PRINTS			X				X				-1	
K	ART PRINTS			X				X				-1	
L	GLOBES				X				X			-1	
M	O.H. TRANSPARENCY/MASTERS			X						X		+1	
N	PROF. COLL., BOOKS		X					X				+0	
O	PROF. COLL., MAGAZINES	X						X				+1	
P	PROF. COLL., GUIDES					X			X			-2	

SAMPLE

APPENDIX M

DISTRICT PROGRESS COMPARISON

COMPUTER FORM

NUMBER OF ELEMENTARY SCHOOLS: 23 NUMBER OF SECONDARY SCHOOLS: 9 DATE: 01/15/71

CURRENT ELEMENTARY SCHOOL ENROLLMENT 14886 CURRENT SECONDARY SCHOOL ENROLLMENT 16723

		ANNUAL PRIORITY						CURRENT STATUS						DEGREE OF ACHIEVEMENT	ANALYSIS
		0	1	2	3	4	AVG*	0	1	2	3	4	AVG*		
		N %	N %	N %	N %	N %		N %	N %	N %	N %	N %			
V.	MATERIALS														
A	BOOKS (NON-TEXT)	1/ 3	5/15	13/40	8/25	5/15	2.3	3/ 9	8/25	14/43	5/15	2/ 6	1.8		-0.5
B	MAGAZINES	0/ 0	3/ 9	19/59	8/25	2/ 6	2.3	0/ 0	4/12	19/59	7/21	2/ 6	2.2		-0.1
C	NEWSPAPERS	12/37	8/25	8/25	4/12	0/ 0	1.1	11/34	14/43	3/ 9	4/12	0/ 0	1.0		-0.1
D	PAMPH., CLIP., & EPH.MAT.	2/ 6	1/ 3	5/15	13/40	11/34	2.9	4/12	2/ 6	2/ 6	10/31	14/43	2.9		+0.0
E	FILMSTRIPS	9/28	11/34	9/28	2/ 6	1/ 3	1.2	4/12	19/59	5/15	4/12	0/ 0	1.3		+0.1
F	8MM FILMS	20/62	9/28	3/ 9	0/ 0	0/ 0	.5	26/81	5/15	0/ 0	0/ 0	1/ 3	.3		-0.2
G	16MM FILMS & VIDEO REC.	10/31	11/34	4/12	7/21	0/ 0	1.3	14/43	5/15	3/ 9	9/28	1/ 3	1.3		+0.0
H	TAPE & DISC AUDIO REC.	13/40	17/53	1/ 3	1/ 3	0/ 0	.7	20/62	11/34	1/ 3	0/ 0	0/ 0	.4		-0.3
I	SLIDES	18/56	12/37	2/ 6	0/ 0	0/ 0	.5	25/78	6/18	0/ 0	1/ 3	0/ 0	.3		-0.2
J	STUDY PRINTS	3/ 9	14/43	11/34	4/12	0/ 0	1.5	7/21	12/37	9/28	4/12	0/ 0	1.3		-0.2
K	ART PRINTS	12/37	13/40	7/21	0/ 0	0/ 0	.8	16/50	11/34	2/ 6	2/ 6	1/ 3	.8		+0.0
L	GLOBES	2/ 6	3/ 9	7/21	16/50	4/12	2.5	5/15	2/ 6	5/15	9/28	11/34	2.6		+0.1
M	O.H. TRANSPARENCY/MASTERS	12/37	16/50	4/12	0/ 0	0/ 0	.8	19/59	10/31	1/ 3	2/ 6	0/ 0	.6		-0.2
N	PROF. COLL., BOOKS	6/18	10/31	12/37	3/ 9	1/ 3	1.5	5/15	12/37	9/28	4/12	2/ 6	1.6		+0.1
O	PROF. COLL., MAGAZINES	15/46	7/21	6/18	4/12	0/ 0	1.0	14/43	8/25	6/18	3/ 9	1/ 3	1.0		+0.0
P	PROF. COLL., GUIDES	5/15	5/15	12/37	6/18	4/12	2.0	6/18	6/18	17/53	2/ 6	1/ 3	1.6		-0.4

SAMPLE